DOCUMENT RESUME

ED 472 536 PS 030 936

AUTHOR	Nelson, Bryan G.
TITLE	The Importance of Men Teachers: And Reasons Why There Are So Few. A Survey of Members of NAEYC.
PUB DATE	2002-11-00
NOTE	53p.; Produced by Men Teach and Men In Child Care and Elementary Education Project.
AVAILABLE FROM	Men Teach, 2420 31st Avenue, South, Minneapolis, MN 55406-1470 ($10, plus shipping and handling). Tel: 612-724-3430; Web site: http://www.MenTeach.org.
PUB TYPE	Reports - Research (143)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	Administrator Attitudes; Change Strategies; *Child Caregivers; Comparative Analysis; *Early Childhood Education; Incidence; Mail Surveys; *Males; National Surveys; Organizations (Groups); Preschool Education; *Preschool Teachers; Teacher Attitudes; *Teaching (Occupation)
IDENTIFIERS	National Association Educ of Young Children

ABSTRACT

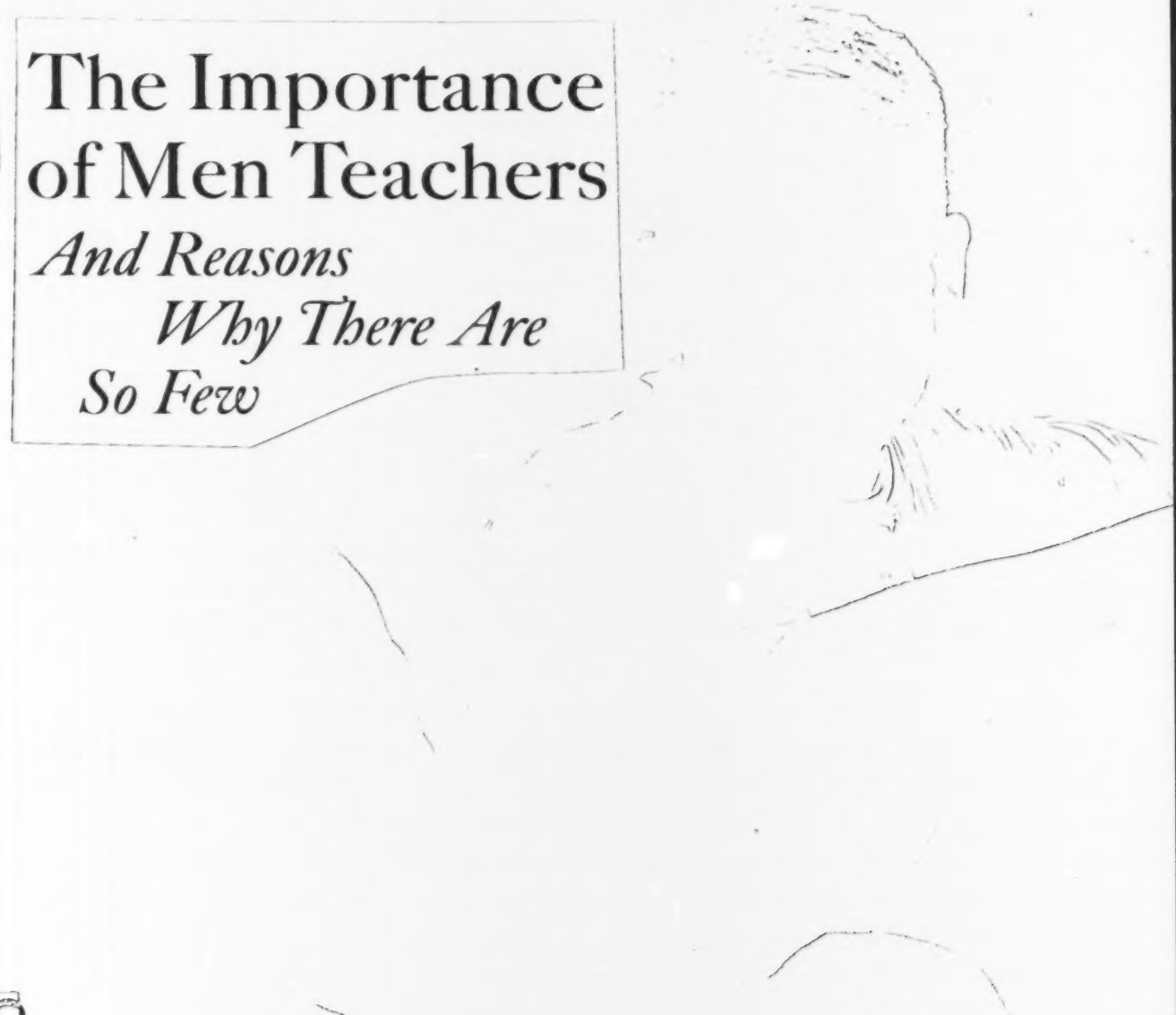
The goals of this survey of the members of the National Association for the Education of Young Children (NAEYC) were threefold: (1) to describe the characteristics of NAEYC members; (2) to investigate NAEYC members' attitudes about men working with young children; and (3) find out how often men apply for positions and the reasons why more men do not work in early education. Contacted for the mail survey was a random sample of 1,000 NAEYC members (450 men, 450 women, and 100 with undetermined sex based on first names) from a pool of 103,525 possible members. The response rate was 64 percent for women and 36 percent for men for a total sample of 325 women and 182 men. Among the major findings of the survey are that fewer than half of NAEYC men work directly with children compared to two-thirds of the women. Almost all NAEYC members reported that they believed it important for men to work with young children. One of six NAEYC members reported that men have applied for teaching jobs in their programs. The primary reasons men do not work in early childhood education, besides low wages, are stereotypes, fear of being accused of abuse, and low status of the profession. There were two types of jobs that 11 percent of NAEYC members believed men should not perform: toileting/diapering and being alone with children. Based on findings, recommendations for change and descriptions of effective teacher recruitment programs were devised. (Contains a 19-item bibliography.) (KB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 472 536

The Importance of Men Teachers

And Reasons Why There Are So Few



PS 030936

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Bryan G. Nelson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
2B

A Survey of Members of NAEYC

BRYAN G. NELSON | NOVEMBER 2002

BEST COPY AVAILABLE

Sponsors

The National Association for the Education of Young Children (NAEYC) Membership Survey was a mail survey funded by the Men In Child Care & Elementary Education Project and National Association for the Education of Young Children. Bryan G. Nelson is principal investigator. The information presented does not necessarily reflect NAEYC policy, its staff or governing board.

For more information

www.MenTeach.org
or call (612) 724-3430

Acknowledgements

I want to first thank the many men and women who took the time to answer the survey. Their comments were powerful motivation to complete this project. I respect and admire the work they do, every day, caring for our future—children.

I want to thank and acknowledge many people who have contributed to this project. Dr. Marilyn Smith, former Executive Director of NAEYC, Dr. Mark Ginsberg, Executive Director of NAEYC, Christine Kaess and the staff at NAEYC who provided their time and assistance. I also want to thank John Suur, Jeanne Straughon, Dr. Bruce Cunningham, Dr. Jim Elicker, Dr. Glen Palm, University of Minnesota Survey Research Center, Dr. Tom Mangione, Dr. Jane Gardner, Harvard School of Public Health, Dr. Dorothy W. Hewes, Dr. Jim Levine, Dr. Dan Gartrell, Emma Ramstad, Shana Kaplow, Jim Nicholi, Steve Weber and the men and women of the ECEMen e-mail list, Margaret Boyer, and my friends, RC buddies, family and particularly, my wife, Josie Winship.

Design by Pat Thompson, Triangle Park Creative

Copyright © 2002 by MenTeach and Men In Child Care and Elementary Education Project. Printed and bound in the U.S.A.

All rights reserved. No part of this report may be reproduced in any form without permission in writing from the principal investigator, Bryan G. Nelson, or his representative.

Contact the author at 2420 31st Avenue S, Minneapolis, MN 55406-1470. (612) 724-3430. bgnelson@post.harvard.edu. www.MenTeach.org

The Importance of Men Teachers

And Reasons Why There Are So Few

A Survey of Members of NAEYC

BRYAN G. NELSON | NOVEMBER 2002

Contents

Preface 1
Purpose of report 1
Highlights of study 1
Introduction 2
What is NAEYC? 6
Methodology 7
Who are NAEYC members? 8
NAEYC member facts 9
Findings 12
Other jobs of NAEYC members 12
Three primary reasons 17
Men are wonderful teachers! 18
Restricting men's roles 23
The facts about men 27
Recommendations 32
Effective programs for men 35
Summary 38
Bibliography 45

Preface

This report is structured to be useful to the broadest possible audience. The goal is for the reader to be able to choose the most relevant material for his or her needs. For the researcher, there is statistical and methodological information explaining in detail how the survey was conducted. For the teacher, there is information about their peers' opinions and beliefs. For university faculty or center administrator there are specific recommendations they can use to recruit and retain men in early and elementary education in their programs.

Purpose

The purpose of this research was to find the additional reasons, besides low wages, that men do not work with young children. The 1999 survey of National Association for the Education of Young Children (NAEYC) members had three goals:

- Describe the characteristics of NAEYC members. For example, how long have they been members of NAEYC? What is their education?
- Investigate NAEYC members' attitudes about men working with young children.
- Find out how often men apply for positions and the reasons why more men do not work in early education?

Highlights of the Study

- Of the 103,525 NAEYC members, approximately 4,000 are male and 99,000 are female. Of the men, approximately 360 NAEYC members are men of color.*
- Less than half of NAEYC men work directly with children compared to two-thirds of the women.
- Almost all NAEYC members believe it is important that men work with young children.
- One out of six NAEYC members report that men have applied for teaching jobs in their programs.
- The primary reasons men do not work in early childhood education, besides low-wages, are stereotypes, fear of being accused of abuse and low status of the profession.
- There are two types of jobs that some (11%) NAEYC members believe men should not perform: 1) Toileting/diapering; and, 2) Being alone with children.

* These figures are based on analysis of the NAEYC member database, using survey respondents' demographic characteristics, and the Bureau of Labor Statistics estimates. See Methodology on page 7 of this report.

BEST COPY AVAILABLE

Introduction

The United States has gone through dramatic change in the areas of gender roles and career expectations for women in the last century. For the first time in history there are more women entering medical and law schools than men. Women work as professional athletes in increasing numbers, playing hockey, rugby, basketball and soccer. And women work in the military, once considered an occupation traditionally held by men.

> *Starting in 1960, women entered the work force in increasing numbers. Over the next three decades, the percentage of mothers with children under age 18 who worked outside the home would more than double—from less than one-third in 1960 to two-thirds in 1990.*[1]
>
> Children's Defense Fund (2001)

Over 13 million children under the age of six are spending some part of their day being cared for by someone other than their parents.[2] As more women have moved into careers outside the home, children have needed someone other than their mothers to care for them. And despite that broadening career choice for women, the care and education of children still remains predominantly female. Although there are more women crossing over in greater numbers to "men's work," we do not find the same increase in numbers of men entering "women's work." And in education, the younger the children, the fewer the men teachers. (See Table #1) It will be useful to take a historical look at education to better understand the changeover of teaching from a majority of men to a majority of women caring for young children.

Teaching transitions from men's work to women's work

In early colonial days until the early 1800s, almost all teachers for formal instruction were men.[3] However, women did provide care as early as 1647 in what were called dame schools; a form of child-tending and private instruction. Dame schools were privately run businesses out of a woman's home, what today we would call family childcare.

After the Revolutionary War, girls and women gained access to formal instruction and gradually became teachers in what were called common schools. It wasn't until the 1800s that women outnumbered the men to become the majority of teachers in public education. Demographic changes that occurred in the 1800s for women (rising age of first marriages and decreasing pregnancies) provided greater opportunities for women to attend school and then work outside the home.[4] It was also economically advantageous to a community to employ women instead of men teachers in common schools:

Table #1: "Men's" work compared to "women's" work

Percentage women		Percentage men	
Lawyers	28.8%	Elementary teachers	16.2%
Professional athletes	28.0%	Flight attendants	16.2%
Physicians	24.5%	Waiters/waitresses	12.6%
Police	17.3%	Registered nurses	7.1%
Dentists	16.5%	Child day care services	4.9%
Engineers	10.6%	Dental assistants	3.9%
Construction laborers	4.1%	PreK & kindergarten teachers	1.6%
Firefighters	2.9%	Secretaries	1.4%

Bureau of Labor Statistics 1999

1 Children's Defense Fund, *2001 State of America's Children*, (Washington, D.C.: Children's Defense Fund, 2001) p. 46.

2 Ibid.

3 Tyack, David B. and Hansot, Elisabeth, *Learning together: a history of coeducation in American public schools* (New York: Russell Sage Foundation, 1992)

4 Joncich Clifford, Geraldine. 'Daughters into Teachers': Educational and Demographic Influences on the Transformation of Teaching into 'Women's Work' in America. *Women Who Taught: Perspectives on the History of Women and Teaching*, edited by Alison Prentice and Marjorie R. Theobald. (Toronto: University of Toronto Press, 1991.)

5 Ibid., p. 20.

[Women] cost far less than men; women earned only a few pence per week for each child, a quarter to a half the amount paid a master [man teacher].[5]

Geraldine Clifford Joncich (1991)

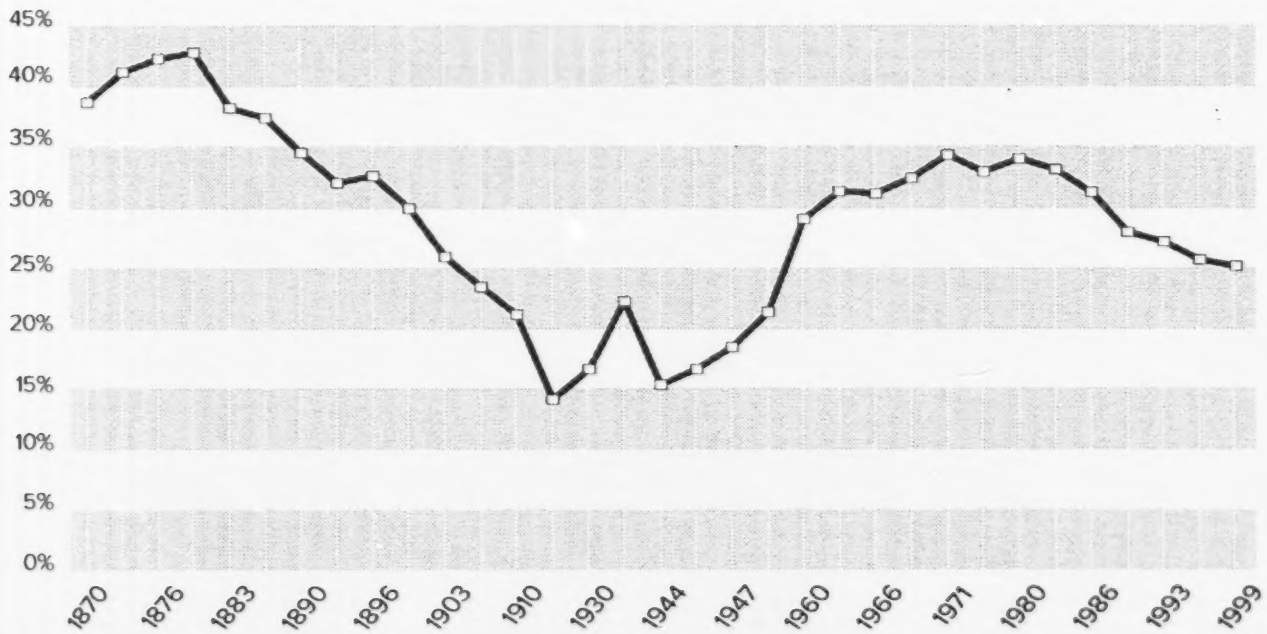
Despite lower pay, women were eager to accept a teaching career. During the early years of the United States, women had few career choices outside the home. Teaching seemed an ideal option for women because it was considered "motherly" and raising children was deemed acceptable work for a woman.

As girls were entering coeducational common schools, women were increasingly taking over as teachers in public education. In Massachusetts, women constituted 56 percent of teachers by 1834, a figure that jumped to 78 percent by 1860.[6]

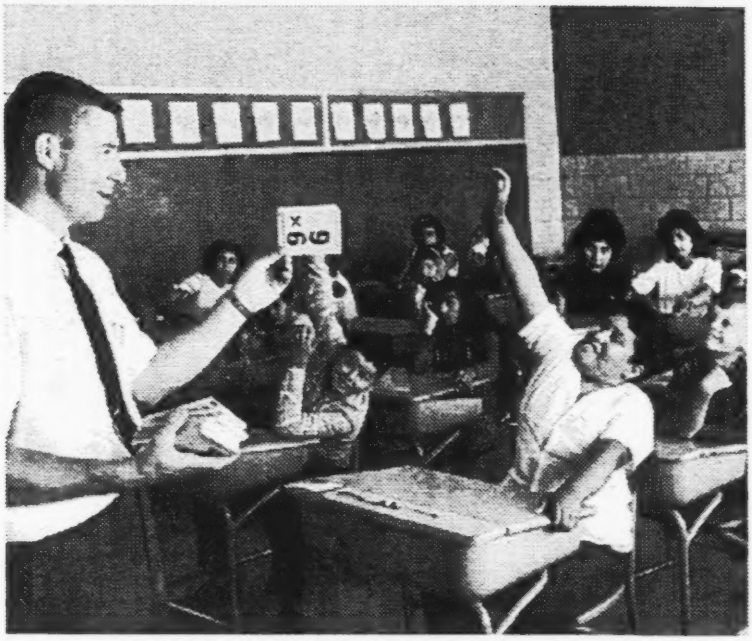
Geraldine Clifford Joncich (1991)

As the numbers of women surpassed the numbers of men teachers, education began to be considered "women's work," particularly with younger children. (See Figure #1)

Figure #1: Men Teachers in Public Schools: 1870 – 1999



6 Joncich, Geraldine Clifford. 'Daughters into Teachers': Educational and Demographic Influences on the Transformation of Teaching into 'Women's Work' in America. *Women Who Taught: Perspectives on the History of Women and Teaching*, edited by Alison Prentice and Marjorie R. Theobald. (Toronto: University of Toronto Press, 1991, p. 49.)



Very few men

Although women have equal legal rights as men and complete access to education and most careers, these gains have not gone far enough. Women continue to earn only 73 cents for every dollar earned by a man.[7] These inequalities for women are symptomatic of a complex social, religious, economic, and gender segregation system that continues to limit women's access to jobs. The restrictions that have limited the careers of women and comparable pay have also affected career choices for men.

Few early and elementary education programs have men teachers and most likely, if there is a man, he is working as an administrator, principal, janitor, bus driver or director and not directly with the children. According to the Bureau of Labor Statistics 4.9% of employees working directly with children in child day care services are men and, 16.2% of teachers in elementary schools are men. By comparison, in secondary education 42.5% of the teachers are men and 57.6% of teachers at colleges and universities are men.[8] The younger the children, the fewer the men. And of the few men working directly with children, fewer still are men of color. Early and elementary education are segregated by both gender and race.

Gender and race segregation

Understanding the factors that discourage men from teaching young children can help expand our knowledge about the segregation of men and women's careers. It can also assist in addressing the problem of racism.[9] Currently, there are few teachers that are men of color. Increasing the number of men of color teaching will ensure better representation in the classrooms matching the characteristics of the children in many of the communities served.

Historically, challenging gender and race segregation has required changing attitudes and eliminating stereotypes that served as barriers for generations. It will require similar efforts to increase the number of men teachers; particularly men of color. Fortunately, the Civil Rights and Women's Movement have provided the groundwork to challenge men's segregation from working with young children. There is a growing body of literature discussing this effort.[10]

> *It is just as important to understand what keeps men out of female jobs as it is to understand what keeps women out of male jobs.*[11]
>
> Christine Williams (1993)

Women's increased access to education helped them gain entry to careers outside the home and eventually helped to increase their pay and social status. Women began to professionalize child-rearing and childcare as another way to gain status for their "traditional" work, but it continues to be undervalued. We have created a system of standards and academic credentials for early education with

7 http://www.gao.gov/new.items/do2156.pdf, GAO Report GA002-156 December 2001.

8 http://www.bls.gov

9 Williams, Christine L. ed., *Doing "Women's Work:" Men in Nontraditional Occupations.* (Newbury Park, CA: Sage Publications, Inc., 1993.)

10 See Paul Sargent's *Real Men or Real Teachers? Contradictions in the Lives of Men Elementary School Teachers* listed in the bibliography.

11 Williams, supra, p.2.

a compensation package that is not in line with other careers or equivalent work duties.

Despite best efforts by professionals of such groups as NAEYC, early education still has low pay and status. By understanding what keeps men and women from working any job helps us better understand the interdependent relationship between careers that men and women choose. The relationship and link between careers and gender inequities remains as significant today as it did when women did not have the right to vote. Just as there have been benefits to women challenging their traditional gender roles, there will also be benefits to challenging the traditional gender roles of men.

The importance of the caregiver

The importance of primary caregiving relationships both within the family and in child care settings during the early childhood years has been documented extensively.[12]

The National Academy of Sciences (2000)

Reports are published each year about the need for and importance of consistent quality care for children. Recommendations are promulgated for teacher training, quality standards and adequate financing of early education.[13] Yet, all these reports fail to mention the disparity between the numbers of men and women teachers. This disparity means that children spend very little waking time in the company of men teachers and rarely see men and women interacting with each other in classrooms.

Although the number of fathers who are the primary caregiver is growing, most fathers work outside the home while someone else cares for their children.[14] With few positive models of men in our schools, children learn about men either at home or through the media. And the media repeatedly shows movies with men using physical force to resolve problems, numerous headlines about men arrested for violence, and portrayals of men as too incompetent to care for young children. Children need loving men in their lives to balance the distorted and negative image of men in the media. Children have few opportunities to see images of gentle, nurturing, competent men. What is the implication for children, women and men if we have so few men caring for young children? What message do children receive from this obvious absence of men in schools? What value does society place on a career if there are so few men working in it?

Are men absent primarily because of low pay?

It is a commonly held belief that low wages are the primary reason men do not enter "women's work." Low wages are certainly one of the reasons, (and a very important one), why men do not crossover into professions populated by women; although we know of no study that documents this. Consider, however, that if low wages were the only reason men did not work with young children, the problem of few men would require one solution: Increasing wages. But low wages aren't the only reason or the primary reason. There are occupations with low wages with large percentages of men working. For example, in low wage occupations such as janitors, guards and farm workers men are the majority of the workers (Bureau of Labor Statistics, 2000).

Children need loving men in their lives to balance the distorted and negative image of men in the media.

If low wages were the only reason men do not work with young children, then there would also be few men working other low-wage occupations. There must be additional reasons besides low wages that prevent men from working with young children.

12 *From Neurons to Neighborhoods: The Science of Early Childhood Development*, The National Academy of Sciences, 2000.

13 Go to NAEYC's website and its links for the latest research reports: http://www.naeyc.org

14 The 2000 census data shows over 2.1 million single-parent fathers caring for their children; one out of six single-parents are male. http://www.census.gov/Press-Release/www/2000/cb00ff07.html

BEST COPY AVAILABLE

What Is NAEYC?

The National Association for the Education of Young Children (NAEYC), founded in 1926, with national headquarters in Washington, D.C., is the largest professional association of its kind in the world. NAEYC is a membership-supported organization of people committed to fostering the development and learning of children from birth through age eight.

Membership is open to all that share a desire to serve and act on behalf of the needs and rights of young children. The organization supports professionals who serve young children and families in early education settings such as: childcare, Head Start, nursery school, family childcare, after-school care, elementary schools, vocational schools, colleges and universities.

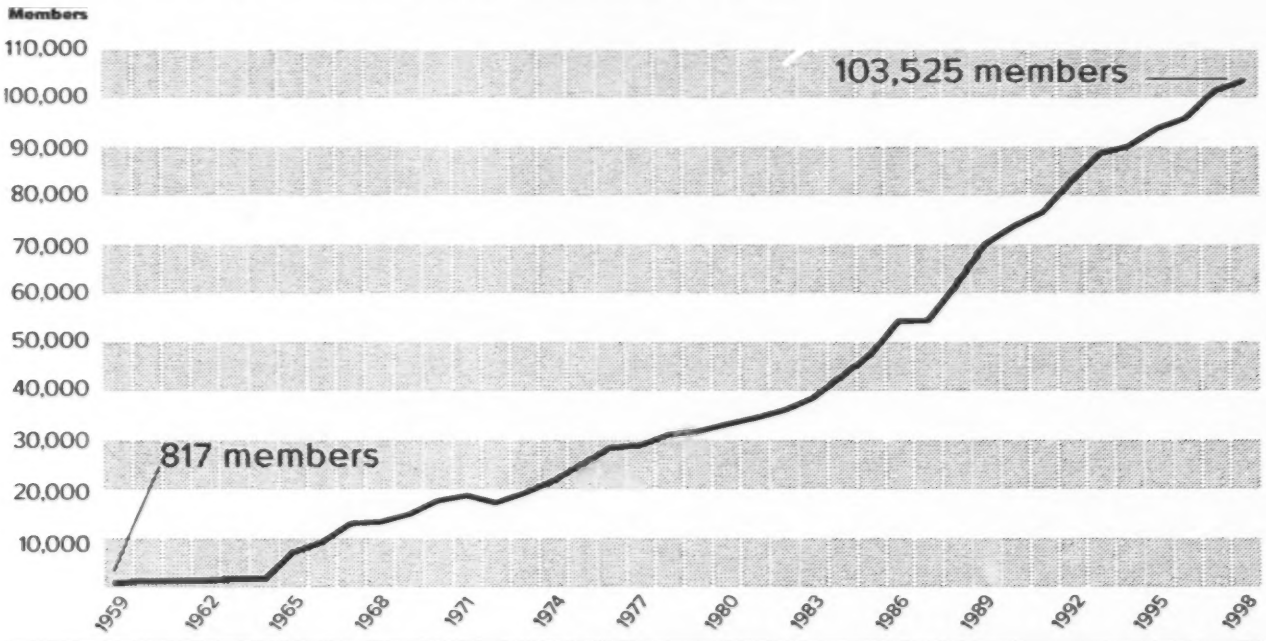
Over the past 75 years, NAEYC has grown considerably. In 1958 there were only 817 members and over the next forty years, by 1998, that number grew to 103,525 members.

Previous studies

According to Dr. Marilyn Smith, former Executive Director of NAEYC, there have been several NAEYC member surveys.[15] And in 1989, 1993, and 1997 the National Childcare Staffing Studies were completed.[16] In addition, there was the study of Accredited Programs in 1997-98.[17] None of these studies published information concerning attitudes toward men teachers.

There have been several smaller studies about nurturing behaviors and attitudes of men.[18] However, we know of no national study of attitudes of co-workers specifically about men working with young children. In addition, previous studies were with small sample sizes and only at a state level.

Figure #2: NAEYC membership growth from 1958 to 1998.



15 Interview with Dr. Marilyn Smith, then Executive Director of NAEYC, October, 1999.

16 http://www.ccw.org/policy.html, Center for Childcare Workforce, January, 2000.

17 http://www.naeyc.org/accreditation/naeyc_accred/info_general.htm, study by Center for Childcare Workforce. January, 2000.

18 Kelvin Seiffert has conducted and reviewed studies about men teachers. Bryan Robinson has written extensively and conducted additional studies; although Robinson's work has been primarily about personality traits of men teachers versus engineers. In 1990, Tom Masterson, from Ohio, conducted one of the largest studies of administrator/director's attitude about men teachers. See the Bibliography for this report.

Methodology

Prior to implementing the survey, a random sample of 200 NAEYC members was analyzed to determine a percentage prevalence of men versus women.[19] After analyzing the sample, considering the Bureau of Labor Statistics estimates and the potential for a greater number of men administrators and university/community college faculty, a statistical weight of 3.9% was established for male NAEYC members.[20]

In preparation for this study, in fall of 1998 and winter of 1999, a survey instrument was developed with consultation of Dr. Marilyn Smith, (Executive Director of NAEYC at the time), Tom Mangione and Dr. Jane Gardner (both from the Harvard School of Public Health). The survey instrument was reviewed and approved by the Harvard School of Public Health Human Subjects Review Committee in March 1999.

The survey was conducted in the spring of 1999. A random sample of 1,000 NAEYC members was selected (450 women, 450 men, and 100 with undetermined sex based on first-name analysis) from a pool of 103,525 possible members.[21] Members were selected from the United States and its territories (viz. Puerto Rico). None were taken from members who live outside the United States.

An envelope was hand-addressed and mailed with a one-page introductory letter and a one-page, two-sided, 13-item questionnaire, as well as a prepaid addressed and coded return envelope. Because of limited budget and time, no telephone nor mail follow-up was conducted. Of the 1,000 mailed, 507 surveys were returned (a 51% response rate); 325 (64.1%) women and 182 (35.9%) men responded. Very few survey items were left unanswered. Because respondents were randomly selected, some states and territories were not represented, (viz. West Virginia, South Carolina and Vermont). Stata™& SPSS™ software packages provided the weighted and non-weighted statistical calculations.

The number of completed surveys and the random selection of respondents allow the generalization from these survey results to the larger population of NAEYC members. For a survey with 507 respondents, there is a 95% confidence that the sampling error will be no more than plus or minus 4.5 percentage points. All reported results are statistically significant unless otherwise indicated. Statistical testing for differences between NAEYC men and women (viz. using Pearson's Chi-Square test) were all at a p-value of less than .001 unless reported otherwise.

Identifying demographic characteristics of respondents were included with their comments to provide a better picture of the individual surveyed. For example, "a teacher in his 30s from a southeastern state with a bachelors degree and six years experience" was used instead of the identifying code: Survey Respondent #M205.

All respondents' years of experience were in early education. To protect anonymity, the respondent's region (for example, a southern state) was used instead of the specific state. Hawaii was included as a western state and Alaska was included as a northern state. The survey allowed each respondent to self-identify their race/ethnicity with the option to select multiple categories. Because the majority of the respondents shared similar demographic characteristics, for each comment or quote, assume the person is European-American (White) and in his or her 40s, unless otherwise indicated.

n=507

325 women (64.1%)

182 men (35.9%)

19 NAEYC does not maintain accurate demographic characteristics of members therefore it was necessary to determine the sex of individuals for the sample. The survey sample was randomly generated by the membership database. When reviewing a name, if it was clearly female (e.g. Maria, Janet, Sabrina) the member was selected and coded as female. If it was clearly male (e.g. Robert, George, Ricardo) then it was selected and coded as male. If a name had only a first initial or the first name was ambiguous or indeterminate (e.g. J. Smith, Pat, Harihito), then the name was put in the unknown sex sample. Because of the prevalence of women, there was a high probability that the unknown respondent was female since the majority of NAEYC members are women.

20 http://stats.bls.gov/pdf/cpsaat11.pdf (1999).

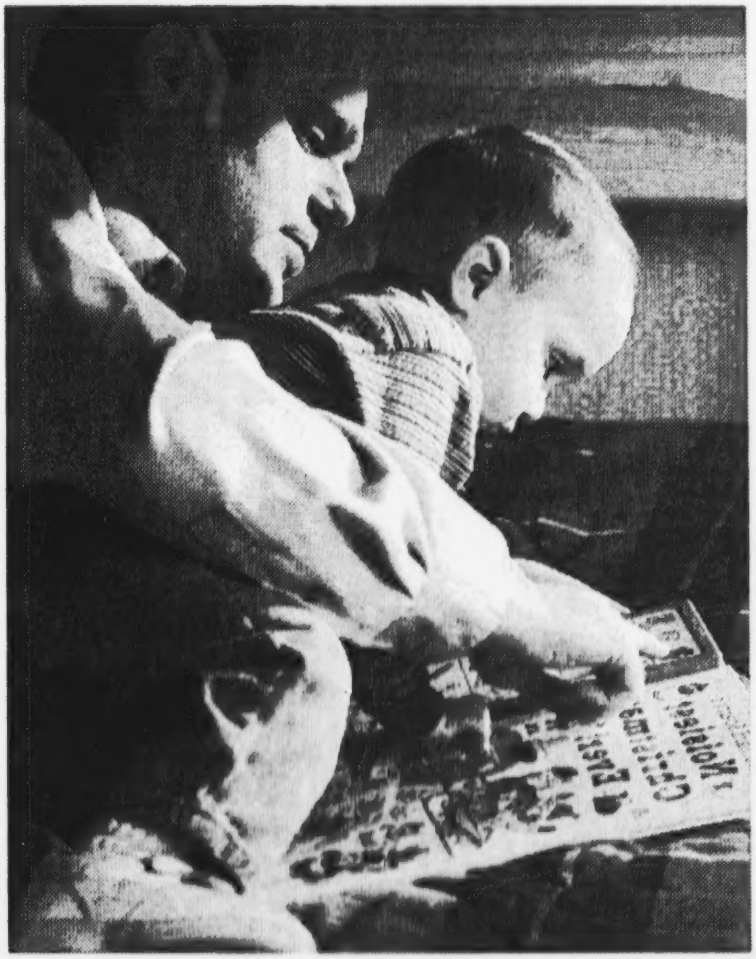
21 Oversampling the men was necessary to provide a large enough sample size to ascertain statistical validity.

BEST COPY AVAILABLE

Who are NAEYC members?

The typical member of NAEYC[25]

The typical NAEYC member from the United States is female and White or European-American. Of the 103,525 members, approximately 4,000 are male and more than 99,000 are female. If you were to meet an NAEYC member you would find that she has been a typical member of NAEYC for an average of eight years. She works directly with children, (66% of all NAEYC members do) and the age group she most likely works with is 2 1/2 to 5 year olds, (48% teach this age group). When compared to all NAEYC members, her position would be a head/lead teacher (53% of the women have this job) a bit more than half of the time.



As a teacher she is likely to be earning less than $20,000 a year (24% of the women have this salary) and she may even earn less than $10,000 a year (15% of the women have this salary). Her average workweek is 40 hours and she is likely to be in her 40s. She has a four-year degree (32% of the women have this degree). And she is most likely living in California, Ohio or New York. If the woman you meet isn't a teacher and doesn't work directly with children (34% don't work directly with children) then she is an administrator/director (28% have this job), likely to be earning $20,000 to $30,000 a year (23% of the women have this salary) working in early childhood education.

The typical man of NAEYC

If you walk into a classroom chosen at random in the United States you are unlikely to find a man working there. But, if you do happen upon a man who is a member of NAEYC working in that classroom, he is likely to be White or European-American. This man has a two in five chance of working directly with the children (42% of the men do). He has been a member of NAEYC for 11.5 years; that's 3.5 years longer than the typical NAEYC member. And he has worked in early childhood education, on average, for 18 years; that's also 3.5 years longer than the typical NAEYC member.

If the man is a teacher working with the children, the age group is the same as the typical female teacher, 2 1/2 to 5 year olds.

He tells us that he works more than 44 hours a week and it's most likely as a lead/head teacher. He is most likely living in California or New York.

25 The percentages are projections based on a random-sample survey. See Methodology section for details.

If the average NAEYC man doesn't work directly with children he works as an administrator/director (36% of the men have this job) or as a university faculty member (16% of the men work at a university/college). He indicates that he may spend a small part of his time working directly with children although his primary duty is as administrator/director or university faculty. He is in his 40s or 50s and, on average, is older than female NAEYC members. He is well educated, either with a masters degree (48% of the men have this degree) or a doctoral degree (23% of the men). His salary ranges from $30,000 to $70,000 or more a year depending on his position and years of experience. He makes more money not working with children than if he were to work with children.

Table #2: Ages of NAEYC women and men

Age range	Women	Men
18 to 21 years	0.3%	1.1%
22 to 29 years	9.4%	3.9%
30 to 39 years	21.3%	11.7%
40 to 49 years	36.4%	37.8%
50 to 59 years	26.0%	37.2%
60 to 69 years	6.0%	5.0%
70 to 79 years	0.6%	3.3%

NAEYC member facts

The information that follows are projections based on a random sample of NAEYC members unless otherwise stated. To understand how members were surveyed – see Methodology on page 7.

- NAEYC members average 14.6 years working in early childhood education with an average of eight years as a member of NAEYC.
- Of those surveyed, 45 years is the longest that any member has been working in early childhood education. And 35 years was the longest any member has belonged to NAEYC.
- More than 75% of the members have belonged to NAEYC ten years or fewer.
- Almost two-thirds (65%) of all NAEYC members work directly with children.
- About half (48%) of all NAEYC members work with preschoolers.
- One out of ten (13%) NAEYC members work with elementary school children.[26]
- Six out of ten (60%) NAEYC members earn $29,999 annually or less despite high educational levels and years of experience.
- Men are more likely to be working as an administrator/director than as a teacher.

26 Total percentages will not equal 100% because NAEYC members work with more than one age group. For example, one teacher might work with both Infants and Toddlers therefore they marked both age groups.

NAEYC Member Facts

Figure #3: NAEYC education compared to the United States population.

NAEYC members have a higher level of education compared to the population of the United States.[24]

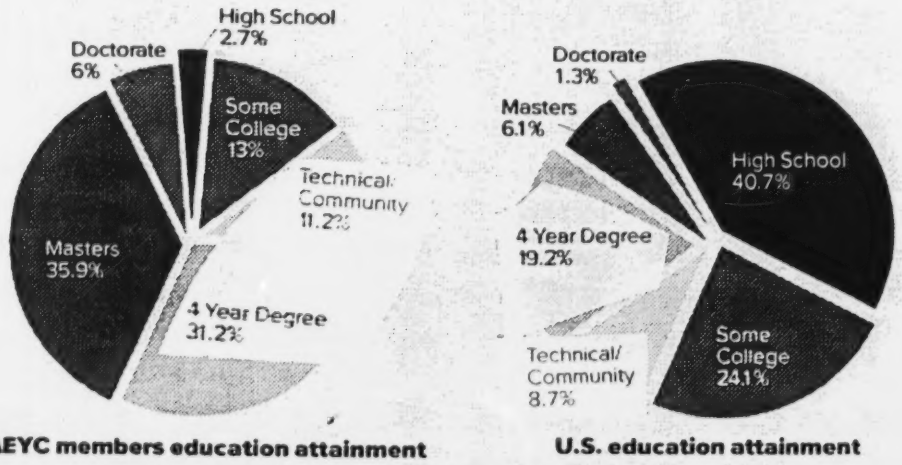
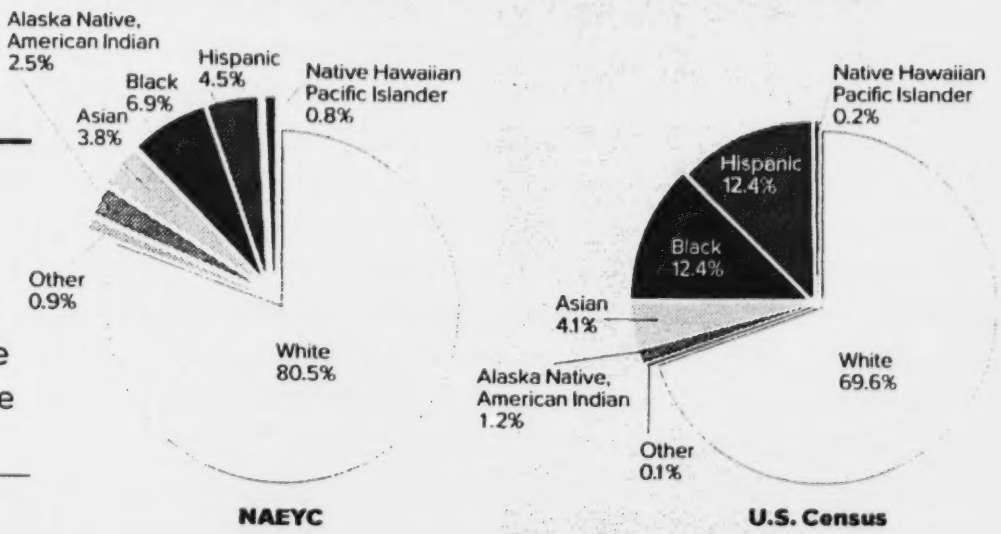


Figure #4: NAEYC members' race/ethnicity compared to United States population.

NAEYC membership has less racial/ ethnic diversity compared to the population of the United States.

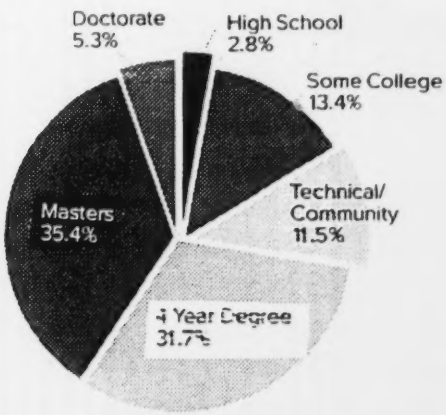


24 The United States Census data only includes those with a high school education or greater.

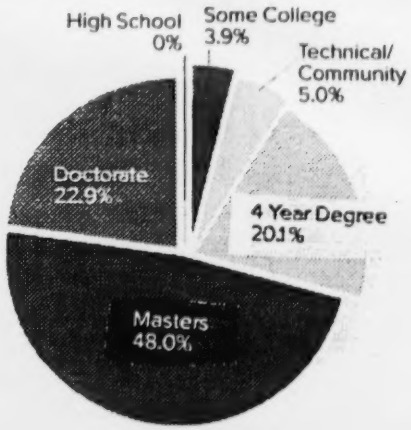
BEST COPY AVAILABLE

Education and Race/Ethnicity

Figure #5: Education level of all NAEYC women compared to all NAEYC men.



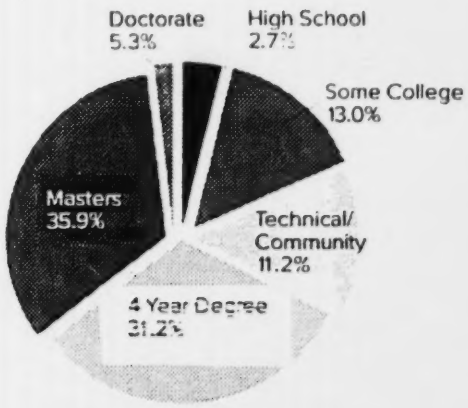
All Women



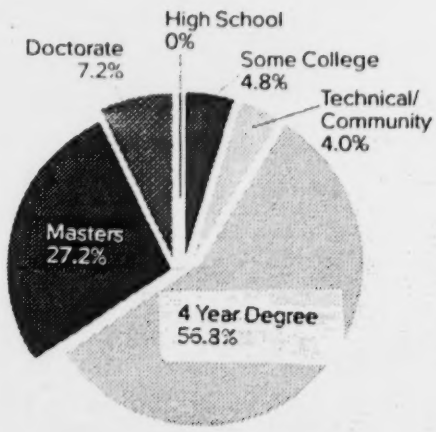
All Men

NAEYC men (in all jobs) tend to have higher levels of education than NAEYC women (in all jobs).

Figure #6: Education level of NAEYC women teachers compared to men teachers.



Women Teachers



Men Teachers

NAEYC men (teachers only) tend to have higher levels of education than NAEYC women (teachers only).

BEST COPY AVAILABLE

Findings

Less than half of NAEYC men work directly with children

Using statistical estimates, of the approximately 4,000 men that belong to NAEYC, 1,600 work directly with children. Although NAEYC members overwhelmingly believe it is important for men to work with young children, less than half of NAEYC men do. The majority of men work in administrative and higher education. According to the findings, 41.8% of NAEYC men compared to 66.2% of NAEYC women work directly with children. Women are more likely to work as head/lead teachers (52.4%) and men are more likely to work as administrator/directors (36.1%) (See Figure #7a).

When looking at only the 58.2%NAEYC men who do not work directly with children: Half (50.8%) work in management as administrator/directors, more than two out of ten work as post-secondary faculty (22.7% university and 3.9% community college) and about one out of five men work in other jobs (21.9% Other and 0.8% licensor). This compares to almost two-thirds (63.2%) NAEYC women working as administrator/directors, less than one out of ten women as post-secondary faculty (5.6% university and 2.1% community college) and more than two out of five women working in other jobs (27.8% Other and 1.4% licensor) (See Figure #7b).

Of those working directly with children, 81.1% of the NAEYC men work as head/lead teacher, 13.2% as assistant teacher and 5.7% as aide compared to 92.2% NAEYC women working as head/lead teacher, 6.8% as assistant teacher and 1.1% as aide (See Figure #7c).

Other jobs of NAEYC members

Besides being teachers, administrators, directors and professors, NAEYC members work in a variety of occupations. Here are some of the other jobs that were listed by survey participants:

- Administrative Assistant
- Area Manager
- Assistant Director
- Childcare Health Consultant
- Child Development Specialist Publisher/writer
- Consultant
- Consultant, Architect/planning firm
- Consultant, Psychoanalyst
- Consultant to State Government
- Dept. of Human Services—Childcare Unit
- Develop curriculum, present workshops
- Director Childcare Resource and Referral
- Director of Operations
- Education Coordinator
- Education foundation
- Executive Director/Psychologist
- Family Daycare Home
- Family Support Director/Volunteer Coordinator
- Head Start Early Childhood Education Specialist
- Independent Dance Teacher Long Term Health Care
- Manufacturer of early learning products
- Middle management
- Non-profit agency—childcare training
- Owner childcare center
- Parent of two children—MBA Professor
- Pediatrician
- President of employer related childcare firm
- Product development at educational publishing company
- Professional development staff
- Program director of early childhood drama program
- Publisher
- Regional Director
- Regional Manager of childcare corporation
- Researcher
- Retired
- Retired now but was in an oversight office of a federal agency.
- School psychologist
- State Education Agency Specialist
- State Government
- Student working on PreK-3 teaching license

Figure #7A: NAEYC members' current job

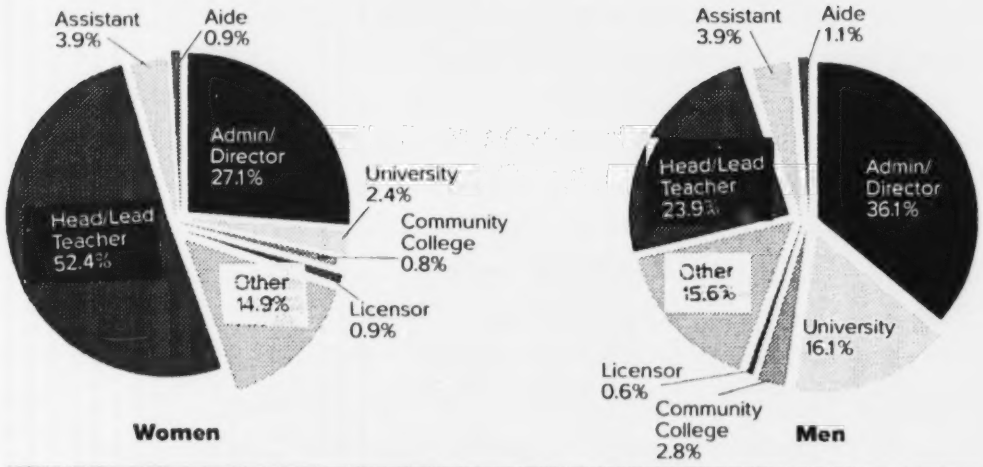


Figure #7B: NAEYC members' job not working with children

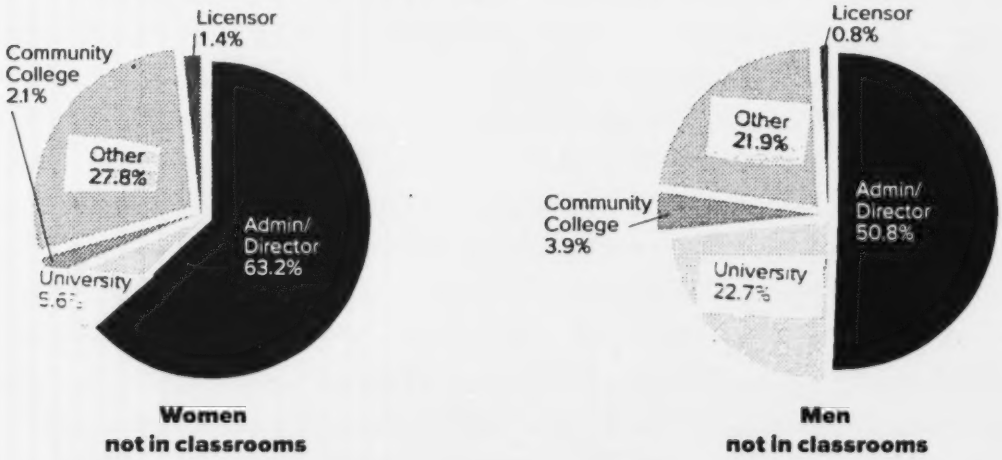
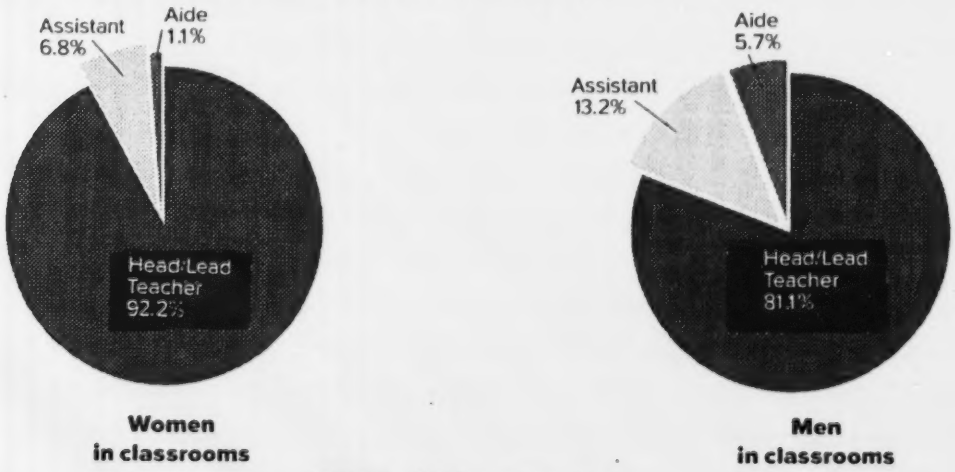


Figure #7C: NAEYC members' job working with children



BEST COPY AVAILABLE

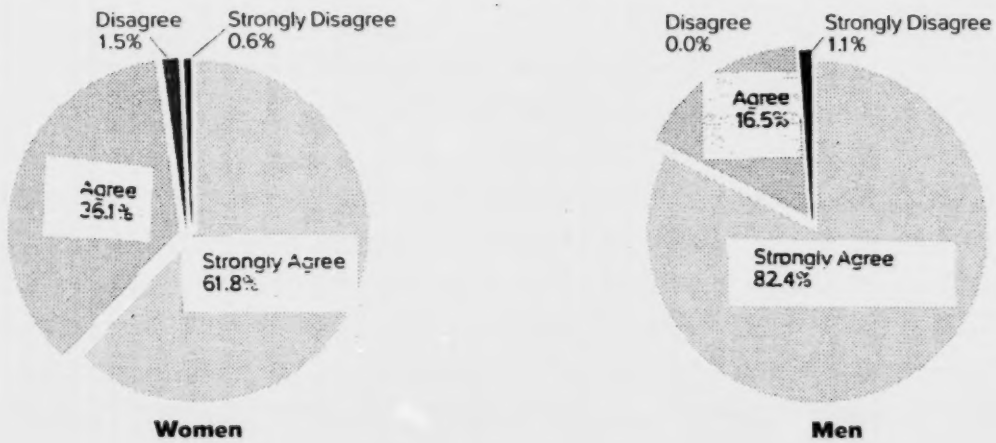
Importance of men teaching

The findings clearly indicate that almost all NAEYC members believe in the value of men working with young children. 97.9% of all NAEYC members either Strongly Agree or Agree with the statement: ***It is important that men work with children in early childhood education.***[26] Breaking that result down shows 62.6% of NAEYC members Strongly Agree and 35.3% Agree. After analyzing the findings, there was a significant difference between women and men's responses. Men responded with 82.4% Strongly Agree and 16.5% Agree. (See Figure #8). The findings indicate that men have a much stronger belief than women that it is important for men to work with young children.

The discrepancy between women and men's responses is noteworthy. When coupled with men and women's comments, it appears that some women are ambivalent about men working directly with young children. There were some men and women that disagreed and strongly disagreed, this would indicate that a very small percentage of NAEYC members do not believe it is important that men work with children. For example, an infant teacher in her 50s from a southern state with some college credits and nine years experience wrote: *"I think it is a job more appropriate for women."* Some believed men did not have the *"mothering instinct"* or lacked *"nurturing"* ability. For example, a head teacher in her 30s from a southeastern state with her technical or community college degree and four years experience wrote: *"A woman is more nurturing and more apt to have experience by being a mother."*

Despite some women's ambivalence, when combining Strongly Agree and Agree, almost all NAEYC members believe it is important that men work with children. Respondent's comments supported this attitude. For example, a researcher from an eastern state with her masters degree and 18 years experience wrote: *"Kids need to know caring, loving men!"* And another example is from an African-American woman teacher from a southern state with some college credits and 28 years experience wrote: *"Males are very much needed in the field of early childhood education. Children need to see both genders represented to give a balanced life."*

Figure #8: Responses to the survey question:
It is important that men work with children in early childhood education.



26 When writing about all NAEYC members the results of both men and women have been combined and then weighted towards women's higher numbers to take into account the low prevalence of men. When writing about men and women's percentages unweighted results were used.

BEST COPY AVAILABLE

Men do apply for teaching jobs

One out of six NAEYC members report that men have applied for teaching jobs in their programs. When combining a response of Sometimes and Often, 19.3% of the men indicated that men are applying to teach in their program. There was a significant difference between how women and men replied. (See Figure #9) Men were more likely than women to say that men apply to their program. The greatest difference between women and men's responses was the category of Never. 21.2% of the women compared to 4.8% of the men indicated that men never apply to their program. Equal percentages of women and men indicated that they didn't know whether men applied, (9.1% for women and 9.0% for men).

Some of the comments from the respondents indicate that men are not being hired because of discrimination and lack of experience. An owner of a child care program from a midwestern state with his doctorate degree and 28 years experience wrote: *"Many women administrators will not hire men."* And one

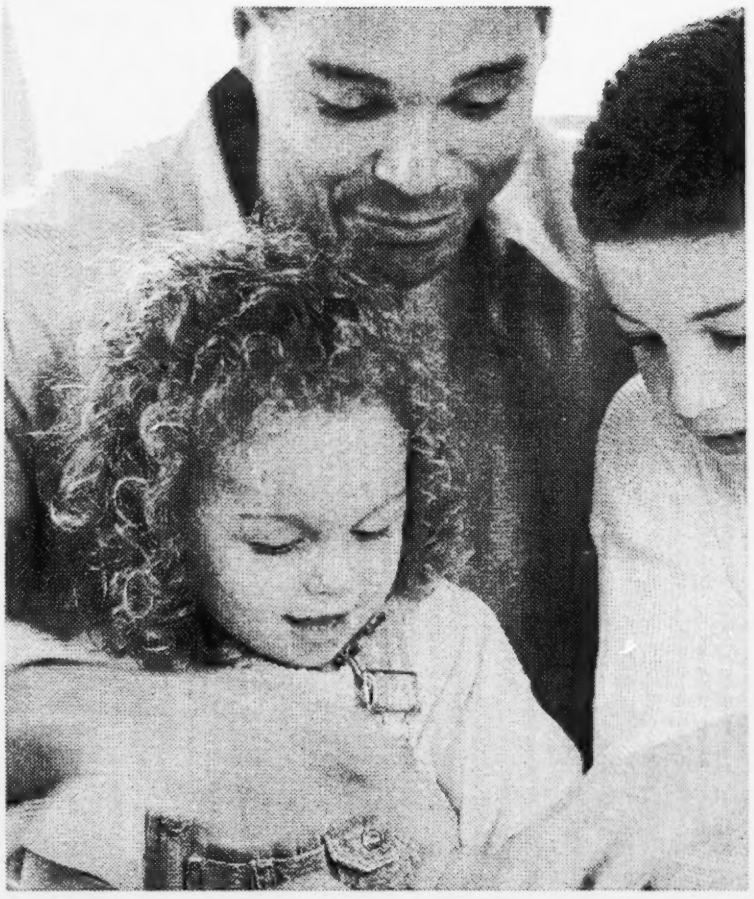
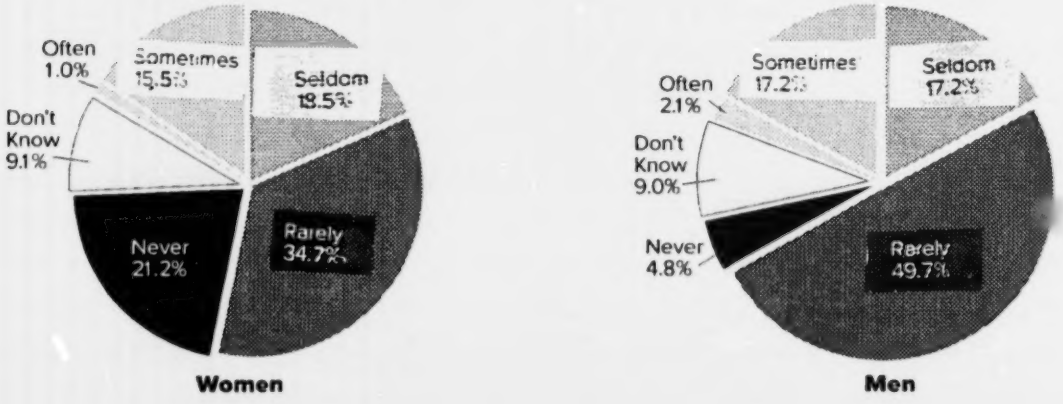


Figure #9: Responses to the survey question:
How often do men apply for teaching positions at your program?



BEST COPY AVAILABLE

respondent believes that men do not have adequate experience. An African-American administrator/director from eastern states with her masters degree and 29 years experience wrote that it was "*Lack of experience*" that men did not work in early childhood education. And one mixed heritage (Native American, Asian-American, European American) woman administrator/director from a central state with 20 years experience wrote: "*If a male had the same experiences as these women I would hire him. But I've not seen this in 20 years. Especially in rural America.*"

"Many women administrators will not hire men."

According to findings from the 1990 Masterson study of early education programs in Ohio, "Centers would not consider hiring a male without an early childhood degree even though they admitted having hired females without degrees."[27] One of the respondents would agree with the Ohio study. An owner of a child care program from a midwestern state with his doctorate degree and 28 years experience wrote: "*I do have males on my staff and have always gone out of my way to provide male role models at my centers. [It is] Sexual bias (discrimination) [that] many women administrators will not hire men for positions.*"

Inadequate recruitment

Some survey respondents believed that men were not being adequately recruited to work in early education. For example, a regional director from a northeastern state with his bachelors degree and 12 years experience wrote: "*Lack of promotional initiatives to recruit males to the field.*" And a teacher in her 50s from a midwestern state with her technical or community college degree and 12 years experience wrote: "*They are not encouraged to.*"

In summary, according to this study's finding, men do apply for jobs working with young children albeit seldom and rarely. There needs to be additional research about when and why those men applying are not hired.

27 Nelson, B. G. and Sheppard, B., editors. "A Survey: Attitudes of Directors Towards Men." *Men in Child Care and Education: A Handbook for Administrators and Educators.* Men in Child Care Project, 2420 31st Avenue S., Minneapolis, MN 55406-1470. (1992).

Three Primary Reasons

The three primary reasons men do not work in early childhood education, besides low-wages, are **stereotypes**, **fear of being accused of abuse** and **low status of profession**. Of the 507 surveys returned, 444 responded to the question:

> *Currently, 97% of teachers working in early childhood education are women. Low wages and salaries are thought to be one reason that there are few men working in early childhood education. In your opinion, what are some additional reasons men do not work in early childhood education?*

Stereotypes

Stereotypes was the first reason given by more than half (236 out of 444 responses) of those responding to the question why men don't work with children. Respondents that believed this were representative of NAEYC membership: both men and women, young and old, all job categories, from large or small states, and with all race/ethnicity represented. There were several stereotypes mentioned by the respondents, these included early education being considered "*women's work,*" men not being nurturers or aren't "*mothering,*" and that men teachers were "*weird,*" "*gay*" or "*homosexual.*"

It's women's work

The first stereotype expressed by respondents is that early childhood education is considered "*women's work*" or "*not a man's job.*" For example, a young man (18–21 years old) from a northeastern state working as an assistant, who has five years experience wrote: "*A lot of men stereotype teaching as a woman's role. I don't think this is true. Teaching is a job for men and women.*" Respondents explained that "*society*" or "*people*" stereotypically believed that men do not raise young children. For example, a Latino administrator/director in his 30s from a western state wrote: "*In our society men do not raise young children, it is a woman's job. I don't think that men and society understand how important men are [to children].*"

Another respondent expressed the stereotype that early childhood education is based on "*mothering*" and therefore men are not capable to care for children. For example, a teacher in her 30s, from a northeastern state, with a bachelors degree and ten years experience wrote: "*'Mothering' is a female profession by conditioning. Men have not had as much experience with nurturing, discipline, bonding traditionally.*"

Besides low wages, the three primary reasons men do not work in early childhood education:

- Stereotypes
- Fear of abuse
- Low status

Men are not nurturers

Some NAEYC members believed that other people or society thought that men were not nurturing. For example, an administrator/director with her masters degree and 23 years experience in early education who lives in southern state wrote: "*From my own experience, I have had parents who did not want their preschoolers with men.*" Another example is an administrator/director in her 30s from a northeastern state with her masters degree and 11 years experience wrote: "*From an early age, men are not socialized to be nurturers.*"

There were also respondents who they themselves believed that men are not nurturing. For example, a teacher from a northeastern state with her bachelors degree and eight years experience wrote: "*They do not have the natural instinct to nurture young children that are not their own. Their main goal is 'How can I support my family?' Most men do not have the patience for other children.*"

Homophobia

Besides the stereotype of men as not being nurturing, there was also the stereotyping of men's gender role and sexual orientation. Comments reflected the belief that if a man teaches young children, then there is some-

thing wrong with him or he isn't a "*real man.*" For example, a man administrator/director from a midwestern state with some college credits and six years experience wrote: "*Men are considered 'weak,' 'weird,' if they work in early childhood—or since many consider it not a profession, men choose 'real' professions.*" Respondents also expressed the stereotype that men teachers were gay or homosexual. For example a teacher in her 20s from a southeastern state with her bachelors degree and five years experience wrote: "*[Men have] Fear of being labeled homosexual for having and expressing nurturing capabilities.*" And a teacher in her 30s from an eastern state with her bachelors degree and five years experience wrote: "'*Society*' *views them as 'strange,' homosexual, or perverts if they do.*"

And there were some respondents that associated the myth of a man's sexual orientation with sexual abuse of young children as the reason men do not work in early childhood education. For example, a teacher in her 30s from a northeastern state with her bachelors degree and five years experience wrote: "*I think the general perception that men in early childhood have 'something wrong' with them is largely responsible. Men in early childhood are thought to be homosexual and/or child molesters, making the field unappealing to many men.*"

Despite stereotypes, there were some NAEYC members surveyed that believed society is changing or that they don't believe the stereotypes of men. For example, one teacher from a midwestern state with 13 years experience wrote: "*I have the sense this [stereotyping of men] is changing and it's about time.*" One assistant teacher in his 20s from a south central state with his bachelors degree and six years experience wrote: "*Unfortunately, the need to raise our sons into nurturing, caring and loving men isn't taken seriously. What a better place this would be if it were.*"

Men are wonderful teachers!

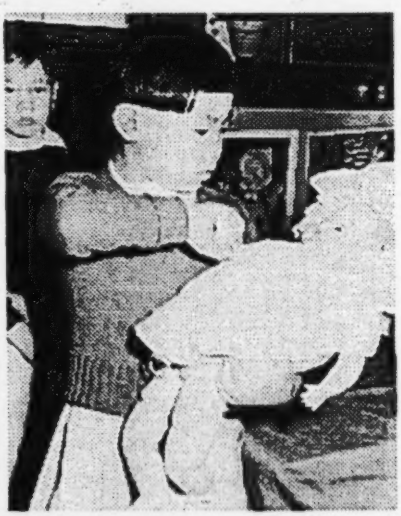
Many survey respondents wrote about the positive influence men have working with young children.

"*In the setting I am currently working there are a couple of male college work-study students—the children respond well to them—it has been wonderful—hopefully the numbers will increase.*"

A teacher in her 20s from a northeastern state with her bachelors degree and six years experience

"*Men need to be encouraged to be with children... Men can be as nurturing as women. They can be an important factor in the growth and development of children. Men need to encourage men!!!*"

A man in his 70s is volunteering as an aide in a central state with a masters degree and 45 years experience



"*I've only met one male Kindergarten teacher in my life, and I've had one male student Kindergarten teacher. Both were exceptional teachers.*"

A teacher in her 50s from a south central state with a masters degree and 15 years experience

"*This country as a whole does not value, support or encourage men to work with young children. In spite of some progress in the home the general population, especially males themselves do not recognize the value of the contributions they can make and the profound influence they can have in the early childhood population.*"

An administrator/director in her 50s from a northeastern state with a bachelors degree and 15 years experience

"*Not always wanted in a center — [however] sometimes get calls asking for males.*"

A community college faculty in her 60s from a southern state with a masters degree and 20 years experience

Fear of abuse

The second reason for men not working in early education was the fear of accusation of sexual abuse. About one-fourth of the respondents (110 out of 440) indicated that fear of abuse as a reason men do not work with young children. There were several ways this fear was expressed. One way was concern for the legal liability of men working in their early education program. Another way fear was expressed was when respondents wrote that men avoid working with children or are not hired because of parental fear of their child being abused.

Liability

There were respondents that feared that there would be legal liability for any accusations of abuse if they had men working in their program. For example, an administrator/director from a southeastern state with his technical or community college degree and six years experience wrote: *"Fear of increased liability to accusations of abuse, either disciplinary or sexual."* And an owner of a program in a western state with his masters degree and 25 years experience wrote his only reason men do not work in early childhood education was *"Liability."* The concerns about liability can sometimes come through pressures from outside the program. For example, an administrator/teacher in her 50s from a midwestern state with her bachelors degree and 15 years experience wrote: *"Liability—my insurance discouraged it."*

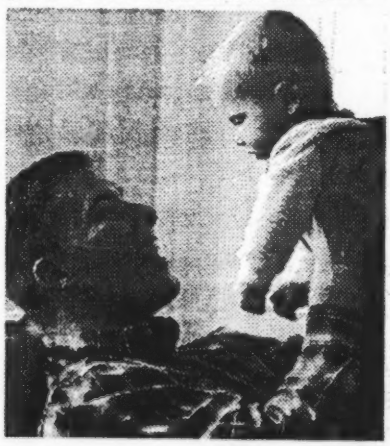
Parental concerns

Another reason given by respondents why men don't work with children was parent's fear of men abusing their children. An administrator/director from a southern state in her

"I always sought male representation on my staff—in infant/toddler as well as preschool settings...males have been an important part of my professional life—my first supervising teacher was a male kindergarten teacher, my closet teacher peer in a Head Start program was a man - all the men I have worked with in childcare direct service no longer work in the field. It is a tremendous loss to children, families and staff.

"I have my son who is in college come and work with the after school children—they love it."

An administrator/teacher in her 50s from a midwestern state with her bachelors degree and 15 years experience



"We had a male aged 26-27 that was a wonderful father in our center. He could rock a fretful infant and soothe him by singing. He was great with the preschoolers and he had a firm touch with schoolagers. He quit because he didn't earn enough to support his family. It was everyone's loss."

An administrator/director from a midwestern state with her masters degree and 20 years experience

"I have cultivated many professional friendships with men who now work at a greater distance from children (as directors primarily). It has long been my contention that the further you distance yourself from children and families the greater you increase your status and compensation."

An African-American woman from an eastern state who works as a consultant to state government with her masters degree and 25 years experience

30s with her bachelors degree and two years experience wrote: *"To be honest, I feel most parents have concerns regarding male teachers—especially for three and under."* And an administrator/director in her 50s from a midwestern state with her masters degree and 30 years experience wrote: *"Some parents perceive men as a danger to their children."* A teacher from a western state with his masters degree and six years experience wrote: *"Fear—Maybe some men are afraid to do this because they think they will be accused of sexual abuse at some point."* And a final example comes from an administrator/director from a midwestern state in his 50s with his bachelors degree and 20 years experience who wrote: *"Often women and parents are suspicious of men's motives for working with young children."*

Low-status of profession

The third major reason that NAEYC members believe that men do not work in early education was that working with children, and particularly young children, is considered a low-status job. One-fifth of the respondents (89 out of 440) wrote comments about the low status of the profession. Fifty-seven of those 89 specifically included the word *"status"* or *"respect"* including, *"low-status," "no status,"* or *"lack of respect."* For example, one assistant teacher from a northeastern state with his masters degree and nine years experience wrote: *"Educating young children is not highly valued or respected in this country."* And one university faculty in his 50s from a midwestern state with his doctorate who has been a member of NAEYC for 25 years wrote: *"Society does not really value those who work with children (hence, the low pay/status)."*

Not a real profession, just babysitting

Several respondents wrote that early education isn't perceived as a real profession. For example, a woman in her 50s with her bachelors degree and 22 years experience who works in a western state as a Head Start Education Specialist wrote: *"The general public's perception that early childhood education is not really a job or a profession"* as the reason men don't work with young children.

There were several that wrote people consider our profession as equivalent to *"babysitting."* An African-American administrator/director from northern state with her masters degree and 20 years experience wrote: *"Men do not work in early childhood education because they consider this profession as babysitting, and therefore women should perform this job."* And one Asian-American teacher in her 30s from a western state with 15 years experience and a masters degree wrote: *"The status of the job itself. Many people consider early childhood education teachers as 'glorified babysitters.'"*

People's attitudes discourage men

There were respondents who cited that other people's attitudes towards the profession influenced men's career choice. An administrator/director from a northeastern state with his masters degree and 25 years experience provided three reasons: "1) Public image/low respect; 2) Family pressure—'[You should] Work in another field," and; 3) Personal questions (i.e. "Why do you work in

early childhood education?)"

And finally, the respondents indicated that because the public holds the early education profession in low regard men don't work with children. For example, a teacher from a southern state with her bachelors degree and ten years experience wrote: *"The public in general would probably laugh at a man who wanted to work in a preschool."* And a woman in her 70s from a midwestern state, retired from the early education who has a doctorate degree, with 35 years experience wrote about the hierarchy of status in education: *"In teaching, college is considered most important followed by high school, elementary school, [then] early childhood."*

Low wages discourages men

Some respondents (56 out of 440) wrote that low wages and lack of benefits was still a reason even though the survey question was asking for additional reasons besides low wages. Several of the respondents acknowledged what the question was but wanted to emphasize that low-wages *really* was the main reason. For example, a teacher from a northeastern state with over 27 years experience wrote: *"Low pay is the primary reason. Try supporting a family on the salaries paid. At one point my own children qualified for the free lunch program."* This same Kindergarten teacher ended his comments by writing: *"Still the main reason is money. I did obtain a Masters of Science in early childhood education which gained me $1,200 more a year than a Bachelor in Science. A second Masters degree in business allowed me to start/own/operate a custom furniture building shop, which provides enough extra income that I can still be a public school teacher and live in the middle class. Stay focused on the money."* And a teacher from a western state with her bachelors degree and ten years experience wrote: *"The pay is lousy."* An administrator/director from a western state with ten years experience told his story: *"Wages was my main reason for leaving early childhood, returning to school for a teaching certificate to teach elementary education. I was offered a directorship on which I could support my family, so I returned to the profession four years ago."*

Men as primary wage earner

Several respondents indicated that wages in early education were too low to support men. And that some believed that men needed to earn more money than women. For example, one African-American woman from a northeastern state who works as a consultant to state government with her masters degree and 25 years experience in early education wrote: *"They have no husbands to supplement their income. Women's work still doesn't pay."* And a licensor from a midwestern state with his masters degree and 25 years experience listed two reasons that men do not work in early education: *"Not 'man's' work" and, "cannot be a 'bread winner.'"* And a woman from a midwestern state in her 20s with her bachelors degree and four years experience who works as an aide wrote: *"Mostly the fact that men are primary wage earners in a family and cannot afford to live on an early childhood educators wage."*

"Low pay is the primary reason. Try supporting a family on the salaries paid. At one point my own children qualified for the free lunch program."

Wages too low for men AND women

Some of the respondents challenged the misconceptions and stereotypes about men being primary breadwinner. For example, one African American woman with a masters degree with 19 years in early education from a midwestern state who works as Director of Childcare Resource and Referral wrote: *"Lack of benefits and the respect for the field of early childhood. These are the same factors that affect women."* And a teacher who also works as an administrator/director from a northeastern state in her 20s with a masters degree and seven years experience wrote: *"Low wages and salaries in early childhood was the result of 'feminization' of education in general. Jobs that women traditionally do are not valued. The education of the very young is still seen as 'women's work.' Too many people still view it as babysitting."*

BEST COPY AVAILABLE

On-the-job factors

There were other reasons less frequently mentioned by respondents about why men did not work with young children. They could be categorized as discrimination and isolation and lack of peers on the job. For example, one teacher from a midwestern state with her bachelors degree and 14 years experience in early childhood education wrote: "*[Men are] Not comfortable in a female dominated work place (men may feel they don't have enough in common with female co-workers and will feel left out). [Men are] Influenced by society that it's not the place for men (society discourages men working with young children—men act on this unfair judgment). Most men don't have experience with small children—hence, they don't pursue a career in it (as women, we babysit, work with, and are around small children from an early age—we've had our early childhood education, informally, from the beginning).*"

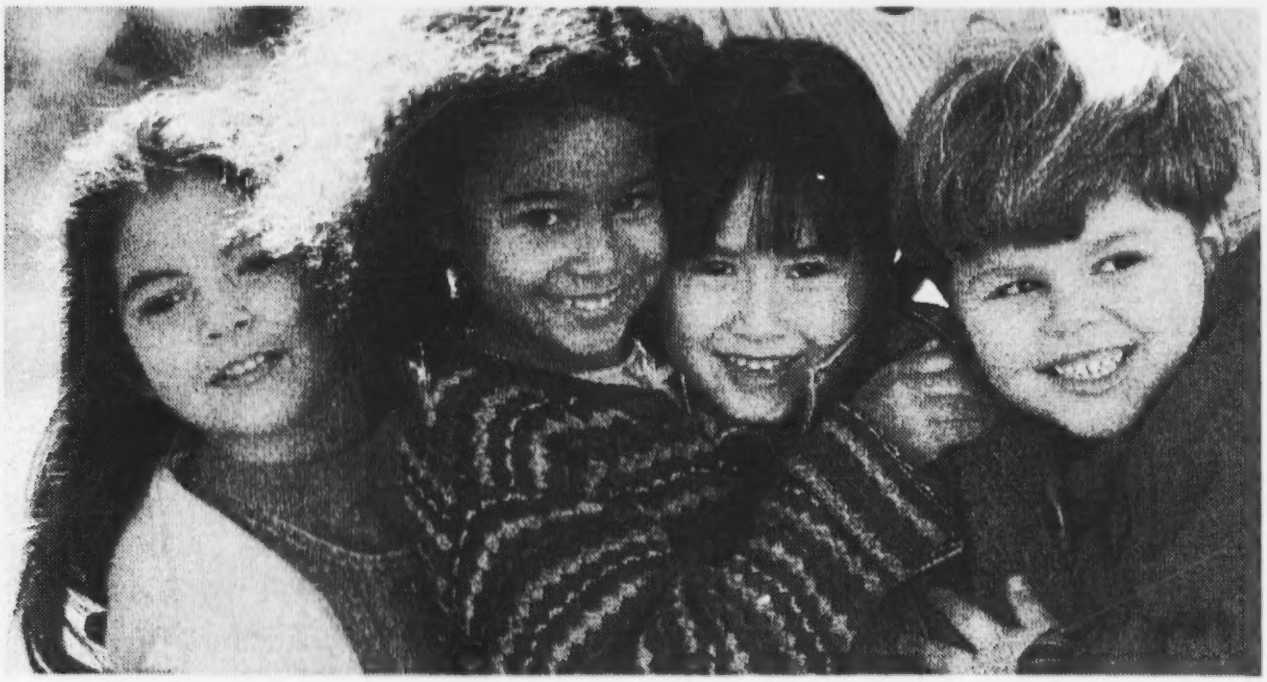
"Lack of benefits and the respect for the field of early childhood. These are the same factors that affect women."

Discrimination on the job

There were some respondents who indicated that men were being discriminated against. For example, one university faculty from a midwestern state with his doctorate with 25 years experience listed reasons that men don't enter the field: "*Subtle discrimination on the job. We don't do a good job recruiting men into the profession, especially in high school. [And] We need a 'critical number' of men in early childhood education training activities and on the job – so that there is some ongoing male contact and support.*"

Isolation and lack of peers

Some respondents indicated that men did not work in early education because they would be isolated and would not have men peers to work with. For example, a teacher from a northeastern state with his masters degree and 24 years experience wrote: "*Not enough peers who are men.*" An African-American administrator/director in his 50s from a western state with his masters degree and 24 years experience wrote: "*Lack of recruitment and outreach.*" He also went on to list, "*Lack of opportunities for male interpersonal contact and bonding.*" And, "*Social isolation on job*" as an additional reason men do not work in early education.



Restricting the roles of men teachers

There are two types of jobs that some (11%) NAEYC members believe men should not perform: 1) Toileting/diapering; and, 2) Being alone with children.

Of the 507 surveys returned, half (253 out of 507) responded to the question:

List any job(s) in early childhood education that you feel males should not perform? And why?

After analyzing the responses, the survey suggests that most respondents (451 out of 507) believed that men should be allowed to perform the same jobs as women.[28] The respondents (11%) that believed there should be job restrictions for men will be discussed later in this section as will their reasons for the restrictions.

Of the 451 that believed there should be no restrictions, 197 provided further explanation. For example, a teacher in her 20s from a midwestern state with a masters degree and 18 years experience wrote: *"If they are qualified they can perform any job."* And another teacher from a southern state with his masters degree and 21 years experience wrote: *"I'm not crazy about changing diapers but I can't think of any job that a man could not or should not perform."* Some of the respondents didn't want restrictions, but were aware of parent's concerns, for example: a Latina teacher in her 30s from a western state with a technical or community college degree and 14 years experience wrote: *"I feel all jobs should be open to male or female."* But she goes on to add: *"Maybe the public eye doesn't feel this way, I know parents feel nervous at times when men are around, but I feel they should work around children."*

Dangerous message

Most respondents were adamant that men should perform the same work as women and that there should be no restrictions on the job duties of men. When they wrote, they used exclamation points or all capital letters for emphasis. For example, *"NONE!!!"* There were respondents that cautioned about the danger of restricting men's job duties. For example, a teacher from a western state with his masters and five years experience wrote: *"By disallowing men to perform certain jobs, i.e. changing diapers, we send the message to society that men cannot be trusted with young children. This is a very dangerous message."*

"I'm not crazy about changing diapers but I can't think of any job that a man could not or should not perform."

There were several respondents that approached the answer with humor, for example, a teacher in his 30s from a southeastern state with a bachelors degree and six years experience wrote: *"As a male, I feel males should not have to help children change their poopy pants. Can we start this policy at my center immediately? (Just kidding. There are no jobs that males should not perform in this field.)"*

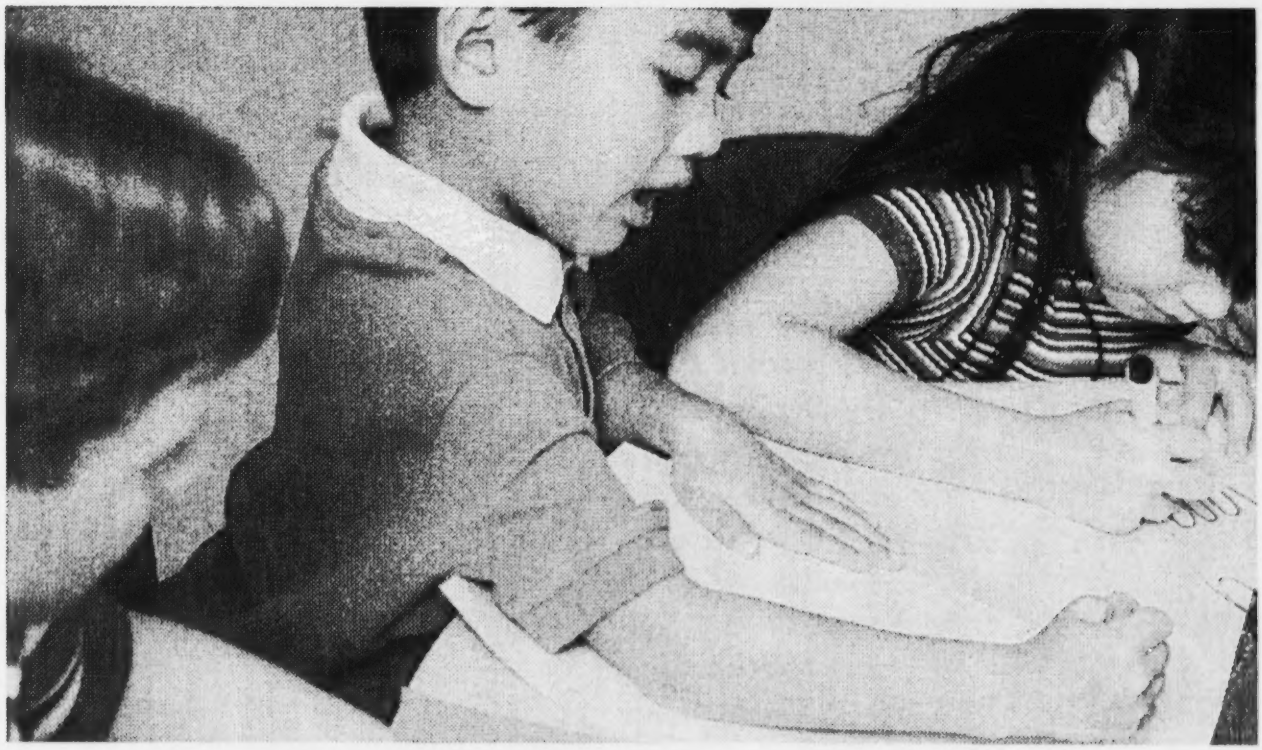
Ambivalent feelings about men

As reported earlier, almost all NAEYC members (97.9%) agree or strongly agree that it is important for men to work with children in early childhood education. And the majority (89%) of those surveyed indicated that men should not be restricted from any job duties in early childhood education. However, of the NAEYC members wanting to restrict men's job duties there was ambivalence about men caring for young children. It is expressed as fear that men will harm children.

Respondent's comments indicate that they are aware of the inconsistency of restricting men from doing the same work as women teachers. For example, a teacher from a northeastern state with her masters degree and 16 years experience listed: *"Toilet training for girls"* as a job that men should not perform. Yet she goes on to write: *"...though women have been toilet training little boys for years."* Nevertheless, there are those that believe men should not perform certain job duties in early education.

28 A non-response or None means that there weren't any jobs the respondent believed males shouldn't perform.

BEST COPY AVAILABLE



No men allowed

Although the majority of NAEYC members indicated that there weren't any jobs from which men should be excluded, about one out of ten (11%) of the respondents listed job duties that they believed men should not perform. These job duties can be divided into two major categories:

1) Diapering, toileting, bathroom and changing children's clothes, and;
2) Being alone with children, particularly girls.

Diapering, toileting, bathroom and changing children's clothes.

Some respondents believed that men should be restricted from helping young children with toileting, assisting in the bathroom and changing children's clothes, especially young girls. For example, a teacher in his 20s from a western state with a bachelors degree and seven years experience wrote: *"It is important for a male to be careful when performing diaper changing or any type of clothes changing in case of bathroom accidents. The male does not want people to misinterpret nurturing behaviors as anything but appropriate child rearing practices."* And in another example, a teacher in her 20s living in a northeastern state with a technical or community college degree and three years experience wrote: *"I do not feel men should work with any children that are not potty trained. With the duties involved, I do not feel society is ready to accept men working that closely with children."*

In some responses, men report that they have been told to not perform certain job duties. An administrator/director in his 20s from a midwestern state with some college credits and six years experience wrote: *"From past experience working in corporate childcare, I have been asked—told not to change diapers—(which personally, I had no problems with). But fathers change diapers—so what's the big deal?"*

It is noteworthy that some respondents focused their concerns primarily on girls being assisted with bathroom duties and not boys. For example, a teacher in a midwestern state, identifying himself as American Indian, African American and European American in

his 30s with a technical or community college degree and ten years experience wrote: *"Changing girls after toileting accidents. Because of fears of parents that something inappropriate will happen."*

Being alone with children, particularly girls.

The second job duty that respondents believed men should not perform was any duty that required being alone with children, particularly girls. For example, an assistant director in his 50s, who lives in a northeastern state and has a masters degree and two years experience wrote: *"Nap rooms in the dark or anything on the playground with young girls alone with school-age K-4. This should be alright, but we have had parents react/feel uneasy and complain."* And another example is a teacher from a northeastern state with his masters degree and 24 years experience cautioned that: *"I do have questions about men in a position that requires them to do home visits alone. I do home visits but I go with another person."*

Reasons given to restrict men's duties

The primary reasons respondents gave for why men shouldn't perform a particular job duty were that men might harm children and

Men should perform the same duties as women

Most (89%) of the respondents in the study believed that men should perform the same duties as women.

"Men can learn to nurture children equally as well as women."
An assistant teacher from an eastern state with his technical or community college degree and 17 years experience

"I feel that if a man truly enjoys this field and he is qualified for the position then he should not be exempt from any job(s). First and foremost should be the desire and love for teaching young children. Young children need caring, nurturing adults; men or women!"
A teacher in her 30s from a northeastern state with a masters degree and 18 years experience

"They should have equal opportunity to perform any early childhood job that a woman does. It is no different than nursing where men need to perform intimate/personal procedures."
A teacher in her 30s from an eastern state with a technical or community college degree and 12 years experience

"I do not have any positions on staff that cannot be filled by either a man or woman. There are no specific gender positions that I can think of (or support creating)."
An administrator director from a northeastern state with his masters degree and 25 years experience

"No difference between men and women in terms of jobs in early childhood education."
A university faculty in his 50s from a southeastern state with a doctorate degree and 25 years experience

"I cannot identify any jobs males should not perform. They perform all jobs as primary caregivers if they are parents and should be able to do so in a classroom."
One respondent in her 50s from a southern state with a masters degree and 20 years experience who works as a Family Support Director/Volunteer coordinator

"Any job or task I think a male should not do is because he should not be alone performing his job. But, the same holds true for female[s] as well in the field."
A teacher from a western state with her bachelors degree and 17 years experience

BEST COPY AVAILABLE

the potential liability to their program.

Respondents believed that parents would be uncomfortable with or afraid of men caring for their infants and toddlers, particularly girls. Some respondents cited cultural and parental concerns prohibiting men from performing job duties that are normally carried out by a female teacher.

Parental and societal concerns

There were some respondents who expressed concerns that the parents of their program would object to a man working with their child. Most of those parental concerns were related to toileting. For example, an administrator/director from a midwestern state with her masters degree and 12 years experience wrote: "*We have parents who request that males not perform bathroom/toileting routines.*" And another example from an administrator/director in his 50s from an eastern state with a masters degree and 20 years experience wrote: "*May have some public relations problems about men in infant rooms with parents.*" And a male licensor from a midwestern state with 25 years experience provided another reason to restrict men teacher's job duties: "*Our society is extremely paranoid about the involvement of men in care for children under three. Almost impossible to work in this age level.*"

"We have parents who request that males not perform bathroom/ toileting routines."

Cultural restrictions

There were also the concerns about men doing jobs that would make parents feel uncomfortable because of cultural or religious values. For example, a woman in her 50s from a western state with a masters degree and 25 years experience wrote: "*Some cautions need to be taken with men in positions that leave them alone with women. This is not acceptable in some cultures. I think more trust has to be built between the male staff and the family.*" And another example, comes from a mixed heritage (Native American, Asian American, European American) administrator/director from a central state with her bachelors degree and 20 years experience: "*Any function which would cause a client (parent or child) to feel uncomfortable with our service. It is more of a small town—rural American cultural issue.*" Despite her concerns this administrator/director employs a man: "*We have a teenaged male that is an assistant in our school-age program.*" And a teacher from a western state with his bachelors degree and seven years experience wrote: "*Only restrictions should rely on cultural concerns of parents of children in center.*"

Stereotypically "women's work"

An additional reason given by respondents to restrict men teachers job duties was concern about men doing work that women should be performing. An administrator/director in her 50s from a southern state with a bachelors degree and four years experience wrote: "*I feel that infant care is where men should not perform. This involves 'womanly' duties (i.e. changing diapers, maternal instincts about why a child is crying)*"

There were respondents who did not want men working with young children because they are men. For example, an infant teacher in her 50s from a southeastern state with some college credits and nine years experience wrote: "*I think it is a job more appropriate for women. I think the children feel more confident with women then men.*" And an owner of a childcare program in her 50s from a western state with a technical or community college degree and five years experience wrote that teaching was not a job for a man: "*I feel the male role could be that of administrator.*"

The facts about men working with children challenge these commonly held beliefs

There are many myths about why so few men work with young children. There are many more stereotypes about those men who do. These myths and stereotypes make it difficult for men to enter or remain in careers working with children. Consequently, most young children never experience having a man as a teacher or caregiver.

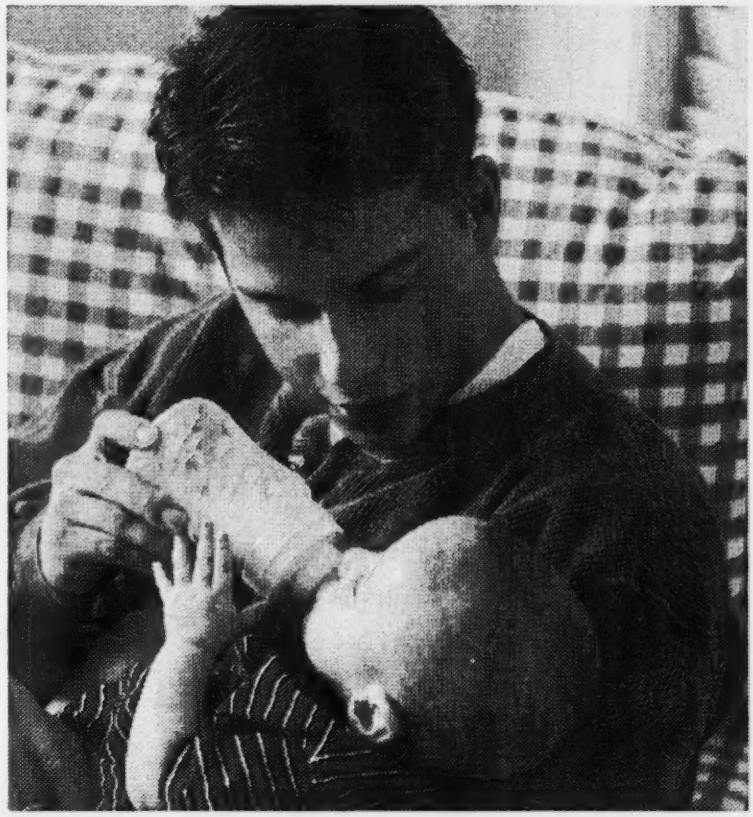
Myth: Men won't work with young children because of the money.

Truth: Men can be found working in many low wage jobs such as the fast food industry, general labor jobs and temporary or seasonal work (Bureau of Labor Statistics, 2000). Men work in these low wage jobs because men are accepted in these settings and a number of other men also work there.

Another way of understanding this myth is to look at the number of men teaching in the primary and secondary grades. In school districts where teachers have similar levels of experience, education and are represented by a union the salaries are the same. In these settings only 16.2% of primary grade teachers are men compared to 42.5% of the secondary grade teachers. If money were the only reason men don't work with young children, there would be more men teaching in the primary grades.

Myth: Men do not apply for jobs to teach or care for young children.

Truth: Men do apply for teaching positions but are not hired. A survey of early education programs in Ohio found that center directors would not consider hiring a man without an early childhood degree even though they had hired women without degrees (Masterson, 1992). And if a national study of NAEYC members, 8 out of 10 Administrators/Directors indicated that at some time men have applied to teach in their program. An owner of a child care program from a midwestern state commented, "Many



women administrators will not hire men." (Nelson, 2002)

Myth: Men who teach children will leave the profession for something else.

Truth: Men want to stay in their jobs as teachers but face many pressures to move into administration (Sargent, 2001). Many men see administration, such as an elementary school principal position, as being something very different from teaching, and not something that they are interested in doing. Men, like women, also face pressures to move into another profession because the wages in early education are often at or below the federal poverty level (Childcare Workforce Study, 1998). When men and women leave the profession, it is because they cannot earn a living wage.

Myth: Men who teach young children are gay.

Truth: There is no information available about the sexual orientation of men who teach young children. Men who teach young children are a diverse group which includes men who are straight, bi-sexual and gay—just like the population of women who teach young children. These men are performing a job that is traditionally considered more appropriate for women. For men to do this, people often assume there must be something different about them. Women face a similar myth when performing a job that is traditionally considered more appropriate for men. In an inclusive profession that serves a diverse population of children and families, sexual orientation has no place in determining the appropriateness of a person to be a teacher of young children.

Myth: Men who work with young children will sexually molest them.

Truth: A child is safer in a child care program than she or he is in their own home. The most frequent cases of abuse of a young child is likely to occur in the child's home (U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, 2000). In 90% of reported cases of child abuse, the perpetrators were parents or other relatives (U.S. Department of Health and Human Services, National Center on Child Abuse and Neglect, 1996). There is no question that our children must be safe from harm. But suspecting every man or instituting "no-touch policies" for only men teachers does not protect children.

Actions rather than suspicions are what protect children—actions such as carefully screening, recruiting and supervising staff and volunteers, providing staff with training on child abuse, designing the environment to control access by visitors and reduce hidden places in which abuse may occur, and building close partnerships with parents (NAEYC, 1996). These are the things that keep all children safe and allow all staff members to work in an environment without suspicion.

Myth: Men are not nurturing or patient enough to work with young children.

Truth: Men have been caring for children as fathers, uncles, brothers and grandfathers for generations. The way men have cared for children has varied by culture and throughout history. Men also nurture in ways that are different than women. Fathers engage in more physical play, allow a greater degree of independence and engage in more open forms of verbal interaction than mothers (Nord, 1997; Cox, 1992; Krampe, 1993). Studies of men teachers show they are also patient and nurturing, similar in their practices to women teachers (Seifert, 1992; Robinson, 1981). Also, there are many kinds of work that require

great amounts of patience that have been traditionally done by men, such as being a counselor or a coach of a sports team.

Myth: Men who teach young children can't make it in other professions.

Truth: Many men who enter early education often do so after they have had successful careers in other fields. Men have become teachers of young children after careers in the military, insurance industry, banking industry and law enforcement (Nelson & Sheppard, 1992). The men who work with children do so because they have chosen this career.

Myth: Men are not wanted or needed to work with young children.

Truth: Most people want children to have loving men involved in their lives. According to research, 98% of NAEYC members believe that it is important for men to work with young children. In another study, one respondent to a survey of licensed child care providers in the state of Washington wrote this comment about men teachers, "The children are really thrilled to have the attention, nurturing and care of men. And we happen to know that the benefit of male influence is wonderful and critical" (Cunningham & Charyn, 2002).

Most people do believe that it is important for children to experience having men as teachers and caregivers. This is unlikely to happen until the myths and stereotypes about men teachers are challenged. When men are encouraged, supported and accepted as teachers and caregivers of young children, only then will they enter and remain in early education.

References

Bureau of Labor Statistics web site (April, 2002): For data about percentages of men and women working in various industries see: http://stats.bls.gov/pdf/cpsaat11.pdf (1999). And also see http://www.bls.gov/oes/. For a listing of the lowest wage jobs in the United States see this Internet site: ftp://ftp.bls.gov/pub/news.release/History/ocwage.11142001.news

To compare the percentages of men and women in those low wage jobs, see this site: http://www.bls.gov/cps/cpsaat11.pdf

Center for the Child Care Workforce, *Worthy Work, Unlivable Wages*, Washington, D.C., (1998).

Cox, M.J. et al. "Prediction of Infant-Father and Infant-Mother Attachment," *Developmental Psychology* 28 (1992): 474-483.

Cunningham, B. & Charyn, S., Men in Child Care, *The Link*, Office of Child Care Policy, Washington State Department of Social and Health Services, Summer (2002).

Finkelhor, D., and Ormrod, R., *Characteristics of Crimes Against Juveniles*. Bulletin. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention. Department of Justice Report, (2000). http://www.unh.edu/ccrc/Characteristic_of_Crimes.pdf

Krampe, E. M. and P.D. Fairweather, "Father Presence and Family Formation: A Theoretical Reformation." *Journal of Family Issues* 14.4 (December 1993): 572-591.

Materson, Tom. "A Survey: Attitudes of Directors towards Men." Nelson, Bryan G. and Sheppard, Bruce, editors. *Men in Child Care and Early Education: A Handbook for Administrators and Educators*. Men in Child Care Project, 2420 31st Avenue S., Minneapolis, MN 55406-1470. (1992).

National Association for the Education of Young Children Position Statement—Prevention of child abuse in early childhood programs and the responsibilities of early childhood professionals to prevent child abuse. Washington, DC: (1996).

Nord, C.W., Brimhall, D. & West, J., *Fathers' Involvement in Schools*, U.S. Department of Education in "What Do Fathers Contribute to Children's Well Being" Child Trends Research Brief, (1997).

Sargent, Paul. *Real Men or Real Teachers: Contradictions in the Lives of Men Elementary School Teachers*. Harriman, TN: Men's Studies Press, 2001.

Nelson, B. G. *The Importance of Men Teachers and Reasons Why There Are So Few: A Survey of the National Association of the Education of Young Children* (NAEYC) members (2002).

Seifert, K. (1992). "The culture in early childhood education and the preparation of male teachers" Nelson, B.G. and Sheppard, B., editors. *Men in Child Care and Early Education: A Handbook for Administrators and Educators*. Men in Child Care Project, 2420 31st Avenue S., Minneapolis, MN 55406-1470. (1992).

Robinson, B. E. "Changing Views on Male Early Childhood Teachers," *Young Children*, (July, 1981).

BEST COPY AVAILABLE

NAEYC members' comments about why men don't work with young children

Of the 507 surveys returned, 444 responded to the question: Currently, 97% of teachers working in early childhood education are women. Low wages and salaries are thought to be one reason that there are few men working in early childhood education. In your opinion, what are some additional reasons men do not work in early childhood education?

"I think there is still some discomfort for people when they think of men working with children. They question the men's motives as to why they would want to. It is based on stereotypes. Personally, I think it is ridiculous."

A woman in her 30s, working at a community college in a southwestern state as a Child Development Specialist

"The fear of some that abuse may happen—I do not believe this but I know this is on people's minds."

A researcher from a northeastern state with her masters degree and 18 years experience

"Some men have the misconception that they don't have the patience to work with young children. Others may perceive it as a typical women's field and look for something more 'masculine.'"

A teacher from a western state with his masters degree and five years experience

"Society is too uncomfortable with men attending to the diaper changing of infants."

A teacher from a western state with her technical or community college degree and seven years experience

"Women are socialized as caregivers from a very early age. Little boys are discouraged by the women who raise us to not be 'sissies' or to not play with dolls."

A teacher from a western state with his masters degree and 13 years experience

"I think some homophobia [is the reason men don't work with young children] many men that I have met think [that men who] work in early childhood education are gay and I do not think everyone is comfortable with that."

A researcher from an eastern state with her masters degree and 18 years experience

"Fear of looking too 'gentle', i.e. gay."

A teacher from eastern state with her masters degree and 12 years experience

"They don't like taking care of small children."

An African-American consultant in her 60s from eastern state with her doctorate and 20 years experience

"Society isn't comfortable with it [men working with young children]. Also, men are seen to be feminine-less than masculine. It's quite unfortunate too."

A teacher from a western state with her technical or community college degree and seven years experience

"Fear of being accused of inappropriate behavior."

A teacher from a northeastern state with her masters degree and 16 years experience

"Liability."

An African-American administrator/director from a southeastern state in her 30s with a masters degree and nine years experience

"Some men are not as nurturing as some women. Some men do not feel as if they can interact with young children as well as women and may feel that traditionally women are better equipped for the job. Perhaps they see teaching as 'women's work' and find it degrading or demeaning. Because it is not socially acceptable or widely respected among their peer groups."

A teacher in her 30s, has a masters degree, and lives in a northeastern state with 18 years experience

"Sensitivity, nurturing, seen as feminine, not masculine, traits."

A teacher from a western state with her technical or community college degree and 12 years experience

"It's not what most men would consider a 'manly' profession."

A Latina teacher in her 30s from a southeastern state with some college credits and ten years experience

"Ridicule by other males for their career choice."

A teacher from a northeastern state with her masters degree and 16 years experience

"Men may not have been given the opportunity/reassurance that they are needed in the early childhood education field."

An assistant teacher from eastern state with his technical or community college degree and 17 years experience

"It takes a very strong and self-assured man to work with children. Also, men must work with a predominantly female faculty. That may frighten certain men."

A Latina teacher from a western state with some college credits and 20 years experience

"Lack of: prestige, role models, history, male colleagues. Public misunderstanding of men's desire to work with young children."

A university faculty from a northeastern state in her 30s with a masters degree and 17 years experience

"[Early education is] not considered to be a professional occupation."

A teacher who works with preschoolers and is from a southern state, has her bachelor degree and nine years experience

"Money is a huge factor."

An assistant teacher in her 30s from a northeastern state with a technical or community college degree and three years experience

"Cannot add additional reasons. The main reason is... low wages."

An African-American woman in her 50s from a southern state as an Administrative Assistant with 32 years experience

"Difficult [for men] to identify with staff, mostly women. Not being accepted by parents. Parents will have to assimilate a change in staffing, trust, and generally speaking, it would be a major change in the country!"

An administrator/director in his 70s from a northeastern state with his masters degree and 15 years experience

BEST COPY AVAILABLE

Recommendations for change

The respondents of this survey have provided several reasons why men do not work in early education. The three primary reasons given, besides low-wages, are stereotypes, fear of being accused of abuse and low status of profession. Increasing the number of men teachers will require eliminating these obstacles; a task that is difficult although not impossible.

1. Challenge and eliminate stereotypes.
2. Actively recruit and support men to teach young children.
3. Improve the status of early education by educating the public.
4. Improve wages and benefits for all early education staff.
5. Evaluate our progress of recruiting men teachers.

The following should provide an example of a successful approach to eliminating barriers. During the 1960s, the percentage of girls participating in organized high school sports was significantly less than the percentage of boys. With the passage of Title IX in 1975, more gender equity developed in sports then ever before. "During the 1970s there was a fivefold increase in high-school girls' participation in competitive sports."[29] This increase has also led to women's greater participation in professional sports. There are now women's professional football, basketball, soccer and hockey teams.

Persistent efforts helped to increase girls' high school and women's athletics. Success required development and passage of legislation, the creation of a focused media campaign and many years of organized community work. It would be naive to think that it would require anything less to change attitudes and stereotypes about men teaching young children.

There are many ways to approach the similar challenge of increasing the number of men teachers. The recommendations provided here are not meant as an exhaustive list but rather a compilation of possible approaches meant to stimulate additional ideas for action. Men and women have worked for many years to improve conditions for early education in general and others have worked specifically towards increasing the percentage of men teachers. Both efforts are needed to ensure that young children's lives are improved.

The following are five recommendations:

1. Challenge and eliminate stereotypes.
2. Actively recruit and support men to teach young children.
3. Improve the status of early education by educating the public.
4. Improve wages and benefits for all early education staff.
5. Evaluate our progress of recruiting men teachers.

1. Challenge and eliminate stereotypes

Stereotypes about men and early education were the most cited reason men do not work with children. To effectively eliminate these stereotypes will require early education professionals, parents, policy makers and educators to first understand how their own attitudes about men influence the decisions they make about who cares for young children. We need to challenge our attitude that the care of children is "women's work."

Develop workshops for men and women staff challenging gender stereotypes about men and women's roles.

Develop and present a series of workshops about gender bias at national and state conferences for early education staff. The curriculum should include information about numbers of men and women working in different professions and stereotypes that discourage both men and women from choosing any occupation.

29 Tyack, p. 264.

Assist administrators and educators in developing skills to facilitate constructive conversations between staff and parents on potentially controversial topics related to bias. NAEYC has several resources for anti-bias curriculum.[30]

Develop workshops for parents challenging gender stereotypes about men and women's roles.

Develop a clear nurturing policy.[31]

A nurturing policy defines, for an early and elementary education program, how children are to be nurtured. Physical nurturance is necessary for the healthy development of young children. In NAEYC's Criteria for High Quality Early Childhood Programs, it states: *"Staff interact frequently with children. Staff express respect for and affection toward children by smiling, touching, holding, and speaking to children."*

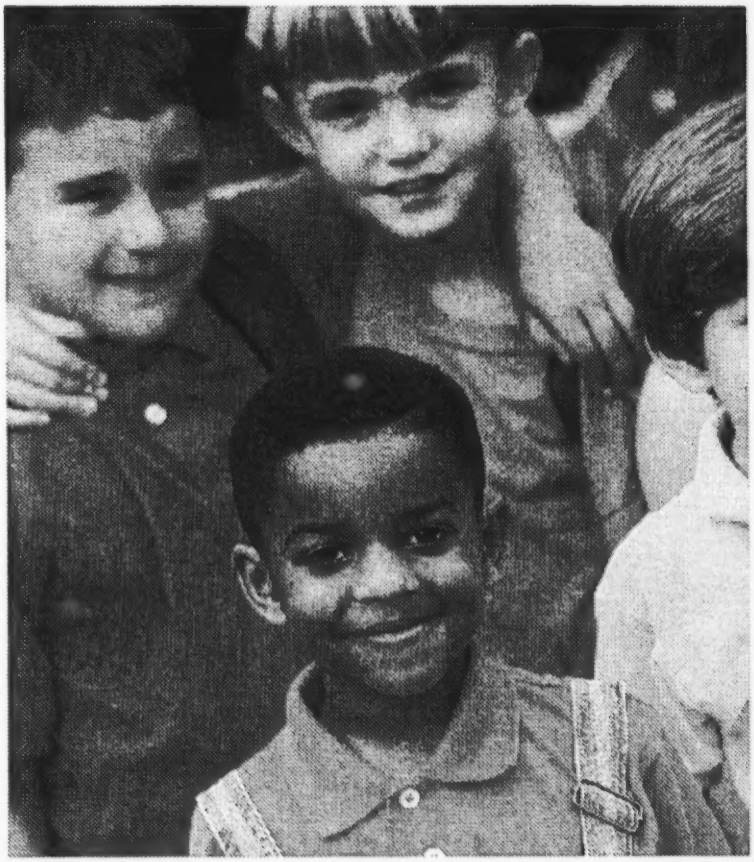
Having a written policy helps to protect staff from parents' fears and prejudices.

The process of developing a nurturing policy also helps teachers, parents and children engage in a dialogue about what forms of nurturing they are comfortable with and provides them an opportunity to talk about those feelings.

Challenge stereotypes about men at a young age.

Some examples of actions to begin to challenge stereotypes are to encourage:

- Boys to develop babysitting skills.[32]
- Older boys to read to younger children.
- Boys to play with dolls.
- The development of internships for high school boys at centers and elementary schools.
- High school guidance counselors to offer nurturing occupations to boys as well as girls.



- Showing images of men caring for young children in centers and elementary schools.

2. Actively recruit and support men to teach young children

There needs to be recruitment of men to teach and support the men already working in early education. That recruitment needs to go beyond placing advertisements in newspapers. In addition, there needs to be a greater effort made to recruit men of color. Of the small number of men NAEYC members, only about one in ten is a man of color; that means there are approximately 360 men of color out of 103,000 NAEYC members.[33]

30 See www.naeyc.org for more information.

31 Guy Pitrowski presented a workshop at the 1986 MnAEYC conference about developing what he called a "Nurturing Policy."

32 Some of the ideas came from: Moore, Thomas. "How to get men involved in early childhood education," *ExchangeEveryDay*, Issue #172, July 17, 2001. www.ChildCareExchange.com.

33 This figure is an approximation and is based on statistical analysis. See Methodology for further information.

Recruitment: Actively recruit men to work with young children

Effective strategies to recruit more men to teaching:

- Include the phrases "men encouraged to apply" or "men welcome" in advertisements for employees.
- Advertise under "recreation" rather than "childcare or education."
- Recruit and train male high school and college students from work-study programs and sports teams.
- Encourage male students to work during their school breaks in early education programs.
- Encourage men to recruit other men. For example, inviting their friends to consider teaching.
- Start men with older or school aged children where they may feel more comfortable.[34]
- Recruit acquaintances or family members (teenage sons, and retired men) to work with young children. Unless asked, they won't necessarily apply.
- Recruit men in new settings by hosting career days at gymnasiums or other places men spend time, (e.g. senior citizen events, church events, dislocated worker programs).

If the reason men are not being hired is because they lack qualifications, then training programs need to be developed to assist men in gaining the necessary skills and qualifications.

If the reason men are not being hired is because they lack qualifications, then training programs need to be developed to assist men in gaining the necessary skills and qualifications.

Support: Looking at teacher training

There are very few men enrolled in university and college early education teacher training programs. For programs to be more effective, teacher training programs need to be supplemented with additional support and services for men. As a comparison, during the 1960s women were encouraged to learn additional skills to qualify them for jobs traditionally held by men. For example, there were special mechanics' courses designed specifically for women that began with more basic curriculum about tools and machinery that wasn't included in many of the men's mechanic courses. As another example, in public schools there are special programs for girls to help them improve their math and science skills so that girls will enter careers such as engineering or technology. Because most boys are rarely socialized to care for young children there needs to be supplemental programs to help men and boys feel confident about their child-nurturing skills.

Support men already working in early education to continue teaching young children.

The isolation of working as the only man in a program can lead to discouragement and ultimately departure from the profession. Offering peer support can help to retain men in early education.

To support men it will be necessary to:

- Provide mentors for new teachers;
- Encourage men to attend local and national AEYC conferences;
- Support men in developing a local organization of men teachers that meets regularly;
- Give men the option of opting out of tasks that wouldn't be asked of women teachers, for example, lifting heavy boxes.
- Have men join the NAEYC Men's Interest Forum.

3. Improve the status of early education by educating the public

NAEYC and other national organizations have worked for years to improve the status of early education. This work needs to continue to influence the media about teacher's importance. This study suggests that men do not

34 Bruce Cunningham has written articles and brochures about increasing the number of men teachers. See *The Link for Child Care Professionals*, a quarterly publication of the Office of Child Care Policy (OCCP), Children's Administration, Washington State Department of Social & Health Services (DSHS) and also see NAEYC's Career for Men in Early Education brochure.

Effective programs for men

There are numerous teacher recruitment programs throughout the United States. Three programs that provide opportunities for men to become teachers are the Call Me Mister Program, Troops to Teachers, and Teach for America.

Call Me Mister

Clemson University has developed a unique and effective program for recruiting black men to teach in the elementary grades titled: "Call Me Mister."[35] The program successfully recruits young black men to teach by providing scholarships, support, mentorship and on-the-job training. Clemson University provides this program through three black colleges:

- A scholarship and stipend for men who qualify for the program;
- Peer support groups for men students to meet with each other on a weekly basis;
- A mentor teacher for each man from the beginning of his enrollment;
- A classroom experience starting from the beginning of the teacher-training program so that men can gain the additional necessary skills that women usually have already learned from babysitting or other life experiences.

Troops to Teachers

The military, 86% men, is a good source for recruiting men to teaching. Troops to Teachers is a program coordinated by the Department of Defense.[36] The program provides referral assistance and placement services to military personnel interested in starting a second career in public education as a teacher. The program helps current and former military personnel identify teacher certification requirements, programs leading to teacher certification and employment opportunities.

Teach for America

A successful program to recruit teachers, although not specifically men, is Teach for America. It is a national corps of recent college graduates, of all academic majors, who commit two years to teach in public schools in low-income communities. Over the past 12 years, Teach for America has placed 8,000 corps members in sixteen urban and rural areas.[37]

In addition to the special supports provided by these programs, it is important to review teacher training programs to make certain they:

- Help men teachers to be visible in the classroom and schools;
- Make certain that organizational policy statements include reference to men caring for young children;
- University education course catalogues should show images of men working with children;
- Language about teachers should also include male pronouns.

---

35 For more information: http://www.clemson.edu

36 For more information, see http://www.voled.doded.mil/dantes/ttt/index.htm

37 For more information, see http://www.teachforamerica.org/index.html

work in early education because of the low status of the profession. To counteract this belief will require a continuing public media campaign promoting the importance and value of early education and specifically the importance of men working with young children. This can be accomplished by having men teachers portrayed in movies, television and news reports as valuable to children's healthy development. In addition, use well-known media figures as spokespersons discussing the importance of early education; broadcast public service announcements; and continue to disseminate articles in popular journals, newspapers and magazines.

Parents need to be educated about the value of men and women working together in the classroom.

Educate and challenge men about the importance of men working with young children

The care of young children often is characterized as a woman's issue. Men and women need to challenge this attitude and men need to be challenged to acknowledge their role in caring for children. The campaign needs to include images of men and women working together providing quality early education. One possible promotion could be to have professional athletes publicly sponsoring and promoting young men to teaching. In addition they could provide scholarships to those men to become elementary school teachers.

Educate and support parents, children and staff

Parents need to be educated about the value of men and women working together in the classroom. Parents also need to be confident in the staff that cares for their children. One of the major findings of the study was the fear about the potential for abuse of young children. Staff need to respect parents' beliefs and understand their fears, although it is important to clarify at what point respecting a parent's belief is violating a teacher's rights. Maintaining an appropriate balance requires educating parents about children's need for nurturing and the important role men play. A teacher in her 30s from a northeastern state with a bachelors degree and five years experience wrote: *"Men could and should perform any early childhood jobs. However, proper education is often necessary to increase the families' comfort level with male teachers for their children."*

Be professional in hiring and supervising all employees

It is important to be thorough in hiring and supervising all employees. Ease parents concerns by stressing the cautions taken in hiring and supervising all employees.[38] The negative publicity from unsupervised staff harms the profession's status as safe and nurturing. Policies need to apply to both men and women; not singling out men. Each program needs to consider when appropriate, a policy that adults (neither men nor women) are left alone with children. A teacher from a central state with his technical or community college degree and 19 years experience wrote: *"There are no jobs that male teachers cannot do, however, there should always be two teachers with children, whether the teachers are male or female. This ensures safety for teachers as well as students."*

Develop a NAEYC position statement about men teachers

As the largest and oldest professional association of its kind in the world, NAEYC needs to take the lead to develop a position statement about the importance of men teachers and men in the lives of children. The drafting group needs to have a broad representation that includes underrepresented groups; the staff working directly with children and men of color.

Develop legislation to challenge disparities.

Legislation like Title IX was necessary to challenge girls' access to athletics. There is

38 Bruce Cunningham wrote excellent articles in the Spring 2001 issue of *The Link* providing actions to increase the number of men teachers.

also affirmative action legislation to support women working in professions where men are the majority. And because of legislation and university policy, for the first time in history, there are more women entering medical and law schools. Similar legislation could be developed that promotes a balance of men in professions where the majority of workers are women.

4. Improve wages and benefits for all early education staff

This is an area that has been a problem since early education began. Only 17 occupations out of 774 surveyed have lower average wages than early education.[39] Two of the occupations earning more are parking lot attendants and food servers. As long as the care of young children is considered babysitting rather than a profession, it will have low status and therefore low wages.

The Center for the Childcare Workforce and the Alliance of Early Childhood Professionals are examples of two organizations that have worked for years at challenging the low wages and inadequate benefits of early education. Three initiatives that provide promise of successfully increasing wages and benefits for teachers are: The Financing of Early Care and Education projects; Worthy Wage Campaign; and, TEACH.

Financing of Early Care and Education

The movement, the Financing of Early Care and Education, initially began from a network of NAEYC members who met at the annual conference. The group's goal has been to find new ways of thinking about how to structure and finance early care and education. There are pilot projects implemented in several U.S. cities.[40] Continuing support of these efforts can improve the wages and working conditions of teachers.

Worthy Wage Network

The Worthy Wage Network is a broad-based, easy-to-join "mobilization" of teachers,

39 Nelson, Julie A., *Why Are Early Education and Care Wages So Low? A Critical Guide to Common Explanations*, Foundation for Child Development, www.ffcd.org (April, 2001), p. 4. Citing a 1998 U.S. survey reported by the Center for the Child Care Workforce, 2000.

40 http://www.nccic.org/pubs/mirrors.html

41 http://www.ccw.org/worthy_wage/index.html

providers, directors, parents, and allies of all kinds, calling for a major investment of public funds that is directly targeted to improving childcare jobs.[41]

TEACH

This program was started in 1990 in North Carolina and provides scholarships for training for early childhood professionals and provides retention stipends upon completion of these courses. Any childcare and education professional working with children can participate, provided that they agree to remain in the field for a specified amount of time.[42] Men and other underrepresented groups need to be recruited to participate in TEACH.

5. Evaluate our progress

The primary goal of these recommendations is to increase the number of men teachers. There are two sources for measuring that goal: the number of men NAEYC members; and, the number of men teaching in early and elementary education from the Bureau of Labor Statistics annual employment characteristics. Further refinement of these sources for measurement are recommended:

Collect annual demographic information about NAEYC members

Perform an annual random-sampled membership survey collecting detailed demographic information (e.g. sex, type of program, etc.). This information can provide a measure of how the membership of NAEYC is representing the communities served.

Standardize the nomenclature at the Bureau of Labor Statistics for early and elementary education

The terminology used for the profession at the Bureau of Labor Statistics is fragmented across different job classifications. There needs to be a clear definition of terms for jobs in early education and there needs to be a simple way to tabulate the numbers of employees in those different jobs so that an accurate annual national count can be determined for early and elementary education.[43]

Additional studies are needed

There needs to be follow-up studies about how men with 20 years in early and elementary education are able to remain despite stereotypes, fear of accusation of abuse and the low status of the profession. There also needs to be additional studies about what actions NAEYC can take to increase the numbers of underrepresented groups, (i.e. men of color).

42 http://www.earlychildpro.org/

43 See the report: "Estimating the Size and Components of the U.S. Child Care Workforce and Caregiving Population" (2002) on http://www.ccw.org

Summary

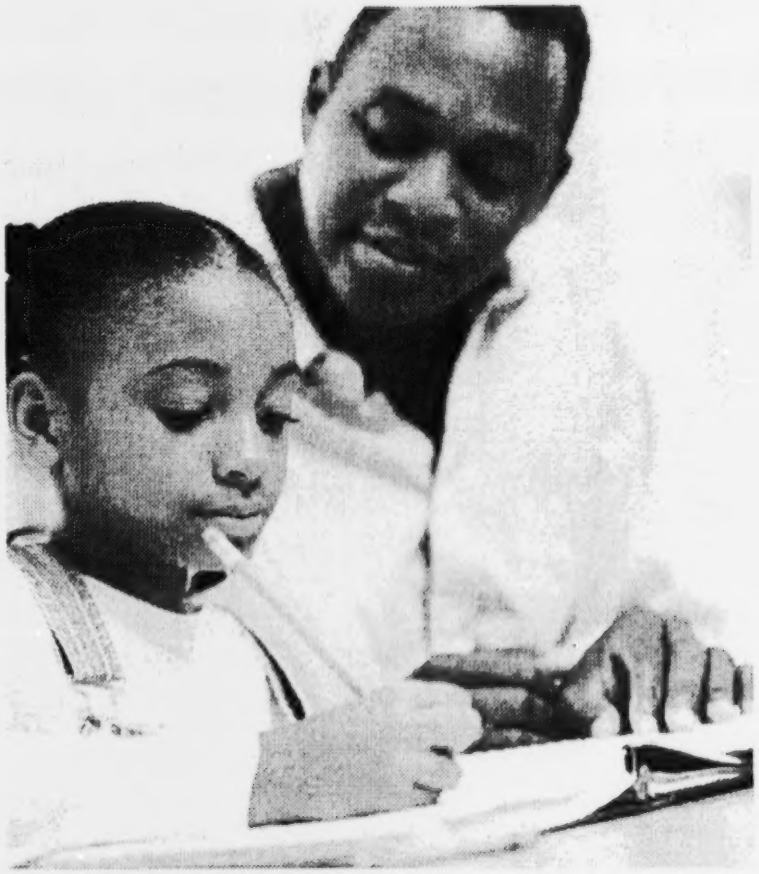
Imagine walking into an education program in the future and every room you enter there are equal numbers of men and women, teaching, reading or playing with the children. And those teachers, educated and well-paid, are as diverse in characteristics as the children we see in each classroom. With time, resources and persistence, this story can come true.

The findings of this study indicate that almost all NAEYC members believe it is important that men work with young children. The findings also suggest that the primary reasons men do not work with young children, besides low wages, are stereotypes, fear of accusations of abuse and the low-status of the profession. Some survey respondents are uncomfortable with aspects of care men might provide and fear that men may harm children. Despite these barriers, men do apply to teach.

The importance of men teachers

This study was not meant to prove or disprove whether children or men benefit from spending more time together. It would have been a distracting and anachronistic exercise to prove men's value to children and early education. To attempt to prove that men are important to children is similar to past deleterious attempts to prove women's competence to vote or to attend a university. Men and women need to be accepted to work in any career without a need to prove a gender's competence.

The focus of this study was to answer questions of whether NAEYC members believe it is important for men to work with children and what prevents men from teaching. Men being teachers of young children are as important to society as women being doctors, lawyers, mechanics and firefighters.



I saw my purpose in the classroom as providing all children the role-model of a man enjoying working with children. That men and women can share equally the responsibilities of caring for young children. And, regardless of gender, any child could grow up and successfully pursue any career.[44]

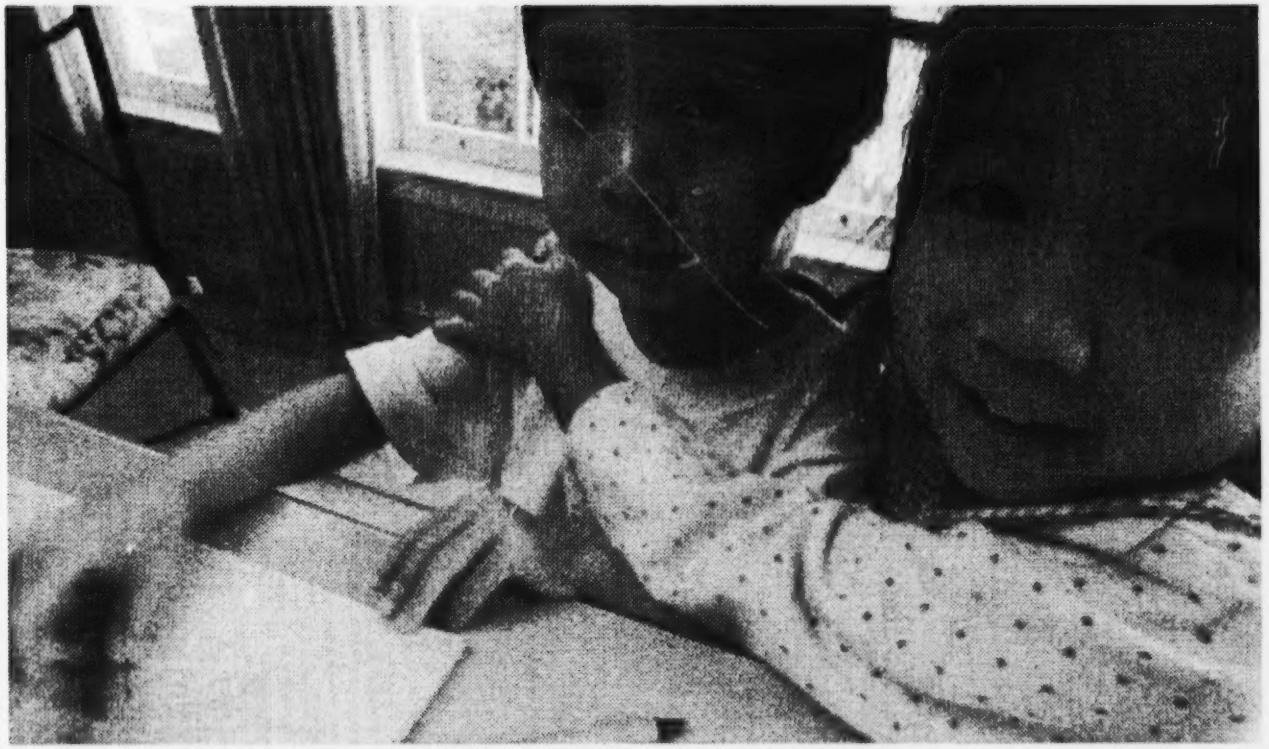
Tom Masterson (1992)

Men can successfully care for children. However, programs and schools' hiring practices will need to change if men and women are to work together.

Men do apply to teach

The findings of the study suggest that men

44 Masterson, Tom, "A Survey: Attitudes of Directors towards Men." *Men in Child Care and Education: A Handbook for Administrators and Educators*, Nelson, B.G. and Sheppard, B., editors. Men in Child Care Project, 2420 31st Avenue S., Minneapolis, MN 55406-1470. (1992).



do apply to work in early education, albeit less often than women. There are some NAEYC members who will not hire men because they believe men are not nurturing enough or are a risk to their program because of possible allegations of abuse. A center director or principal's attitude and decision about a male applicant will determine whether or not that man is hired.

To attempt to prove that men are important to children is similar to past deleterious attempts to prove women's competence to vote or to attend a university.

In Masterson's Ohio study, bias against hiring men was reported:

Whether or not female directors are aware of the negative bias against male early childhood teachers, the survey results suggest they may in fact hold such attitudes. This could be one of the biggest factors why men find it hard to enter our profession. But it also could be the reason men find it harder to stay in a profession that does not see them as competent. This has the potential to become a self-perpetuating cycle that continues to result in low male involvement.[45]

Tom Masterson (1992)

This report is meant to initiate understanding and honest discussion of all the factors that keep men from being hired when they apply to teach, not as a criticism of women working in early education. Increasing the number of men in early education will not be resolved by pitting men against women. The focus of discussion needs to be that hiring more men is right for children, the profession and society. The goal is that children see men and women working together and having career choices.

If our primary focus is the best interests of the child, we have but one road to travel—that as partners—men and women together—in the field of early childhood education.[46]

Ethel Seiderman (1985)

45 Ibid.

46 Seiderman, Ethel. "Blending the Best: Men & Women Working Together in Child Care." *Nurturing News* Vol. VII, #4 (Dec. 1985).

Focusing on the best interests of children will require challenging and eliminating stereotypes about men and women.

Stereotypes and fear of abuse

Respondents of the survey indicated that men do not work with children because of stereotypes and fear of abuse. Men that worked with children were considered *"weird," "not men,"* or *"suspect."* One of the biggest challenges facing any campaign to increase the number of men teachers is fear of men as abusers of young children. These stereotypes and fears restrict men from working directly with children.

> *I am suggesting that these associations, ["feminine," "homosexual," and "pedophile."], construed negatively by the culture, are being used to control the number of men who do teach young children.*[47]
>
> James King (1998)

There were a few NAEYC members that believed that men were not nurturing or there was something wrong if a man wanted to work with children. Some respondents clearly indicated that they did not want men working directly with children. And there were a few additional respondents who wrote that parents were uncomfortable with caring for their child because of fear of abuse. A discussion about abuse is difficult and makes people uncomfortable but if a man is already employed as a teacher, what does a program or school do when a parent says he or she does not want any men touching their child?

One approach to understanding and addressing stereotypes and fear of men teachers is to look at other issues involving stereotypes. If a parent said that they did not want an African-American or Muslim teacher caring for their child, would we accommodate that request if they claimed their preference is based on value or culture? At what point does respecting someone's value or culture become discrimination and bigotry? These questions need to be addressed, requiring discussion, accurate information, and policy development that are consistent with NAEYC standards. As long as stereotypes about men teaching remains unchallenged, men's connections with children will be lost, women's contribution as caregivers will be undervalued, and children's picture of men and women will be distorted.

Low status

Respondents of the survey indicated that men do not work in early education because of the profession's low status. In the comments provided by survey respondents this came across as early education being *"women's work."* Unjustly, in our society, activities attributed to women delegates those activities to a lower status. For example, women's sports receive less media coverage than men's sports and professional women athletes receive significantly lower salaries than professional men athletes. In this interplay of gender, sexism and economics, women and their activities are devalued.

As long as stereotypes about men teaching remains unchallenged, men's connections with children will be lost, women's contribution as caregivers will be undervalued, and children's picture of men and women will be distorted.

Paying women low wages for "women's work" isn't new. If we look at the early years of the United States when teaching was becoming a career choice for women, we see the association of gender and economics.

> *In a study of Massachusetts's teachers from 1840 to 1860, Wallace concludes that the combination of high male earnings in competing occupations and a desire by town officials to minimize school costs was the single most important cause of shifts to [hiring more] women teachers.*[48]
>
> Geraldine Clifford Joncich (1991)

47 King, James R. *Uncommon Caring: Learning from men who teach young children.* (New York: Teachers College Press, 1998), p. 10.

48 Joncich Clifford, Geraldine. 'Daughters into Teachers': Educational and Demographic Influences on the Transformation of Teaching into 'Women's Work' in America. *Women Who Taught: Perspectives on the History of Women and Teaching*, edited by Alison Prentice and Marjorie R. Theobald. (Toronto: University of Toronto Press, 1991.)

Sargent, King and others advocate an "examination of sexist devaluing of teaching." The negative economic impact and low status on women (and the few men) working with young children will only change when society values the care of children.

> *Campaigns for higher wages for early education and care workers can point out that most counter-arguments come from distorted understanding of the nature of work and care, and can seek to correct these by appropriately valuing care, children and early education and care skills.*[49]
>
> Julie Nelson (2001)

If we look to history, we see how women developed a campaign to broaden their restricted sphere to work out of the home. A similar campaign for men in early education will need to be developed, but it will require a broad base of support from both men and women.

What is the message to children about jobs that have no or few men working in them? Is it a career that boys would choose? Is it a career that girls, women and men would want to choose if it continues with such low status and wages?

Low wages isn't the primary reason

According to the study, low wages is one reason men do not apply to teach. Low pay is certainly a key factor in turnout and fewer men in early education. Although in unionized school districts, elementary school teachers are paid the same salary as high school teachers with comparable education and longevity. If low wages truly were the only factor in keeping men away from working with young children, the number of men would be distributed equally in high schools and elementary schools. This is not the case. As presented earlier, men comprise 16.2 percent of the teachers in elementary schools versus 42.5 percent teaching in high schools. One Kindergarten teacher from a western state with her masters degree and 24 years experience wrote: "*Salary is not a factor in our school district. Teachers are paid on a schedule of longevity and education.*" This isn't to deny that low wages influence men's career choices, but rather the study was meant to challenge assumptions about what the key factors are, besides low wages, that keep men away from working with young children. Additional study is needed to determine the relative impact of the barriers to men teaching in early education.

Will more men mean more money?

It may seem overly simplistic to believe that the wages and working conditions of early education will rise if more men teach. But, history provides us examples. In England, cotton spinners were primarily women (in their homes) and men were weavers. After the industry was mechanized, more men entered and ultimately outnumbered women and wages increased. Some survey respondents would agree. A teacher in her 50s from an eastern state with 20 years experience wrote: "*I think our field has low wages/salaries because few men work in early childhood education.*" Any industry where men are the majority, the wages are higher. When men crossover to "*women's work*" the wages improve. As long as women continue to earn less than men, children and families will suffer.

Ambivalence

Although almost all of NAEYC members believe it is important for men to work directly with young children, some respondents are either ambivalent or hesitant about any duty that involves diapering or toileting a young child. And there were a few NAEYC members that believe it is not appropriate for men to work with children at all. In addition, the findings show a statistically significant difference between how strongly men and women feel about the importance of men working with young children. Perhaps members'

49 Nelson, Julie A., *Why Are Early Education and Care Wages So Low? A Critical Guide to Common Explanations*, Foundation for Child Development, www.ffcd.org. (April, 2001).

beliefs contributes to keeping men away from teaching and provides an additional barrier to men's claiming full participation and responsibility for children.

Models for change

> *Public attitudes challenging the masculinity of men entering traditionally female occupations undoubtedly have created and will continue to create a formidable barrier.*[50]
>
> James King (1998)

Fortunately, not all barriers are insurmountable. There has already been some excellent work in challenging the stereotypes of men teachers in the last 30 years. However, as a result of this work we don't yet see significantly more men teaching. We also have the long history, wisdom and struggles of the Women's and Civil Rights movements to learn from. Women and men fought for women's right to vote. The Civil Rights movement changed the status of African-Americans. There have been many disappointing setbacks in both the Women's and Civil Rights movements. But, through time, resources and persistence changes have been made.

Changes in society and social trends about men's gender role will effect the careers that men select. Men are capable and have always been capable of caring for children. The underlying sexism that continues to keep women from earning the same pay as men or being elected president of the United States are also operating to prevent men from working with young children as teachers.

The need for diversity in our membership

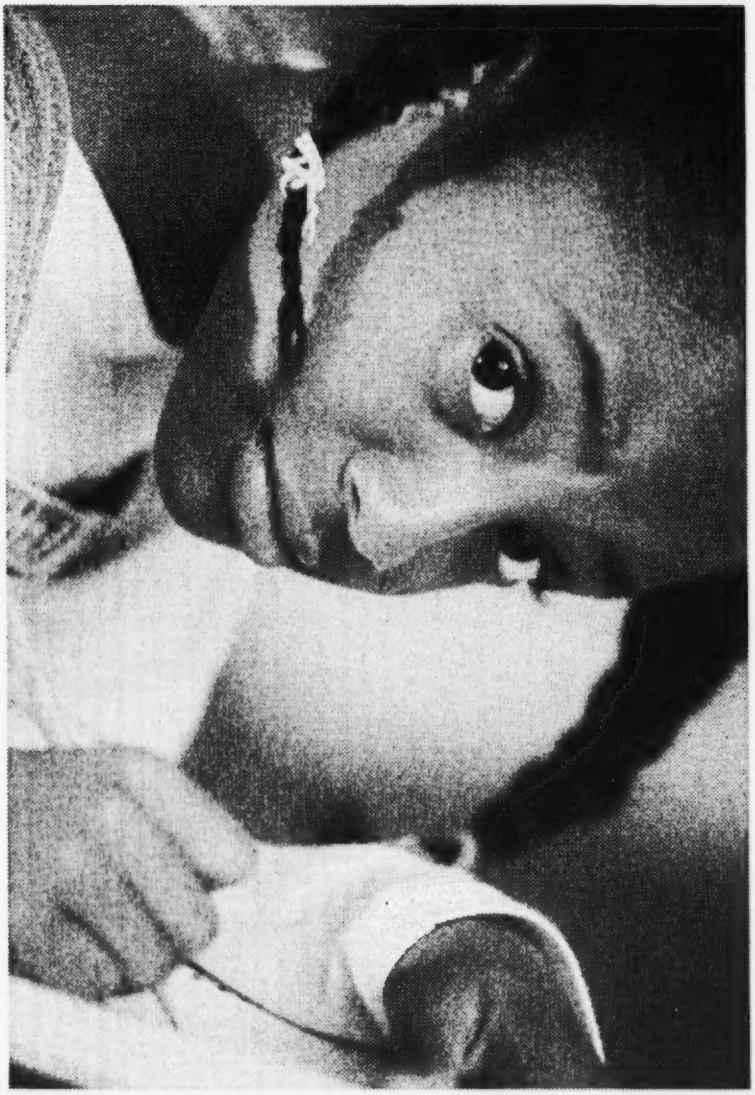
The NAEYC book *Children of 2010* reports that the United States population is dramatically changing and that the children and families we serve will be a rich mix of people from various cultures.[51] The population is already

diverse in gender, sexual orientation, race/ethnicity, economic status, and educational level. This diversity provides a rich tapestry to best care for young children. It will be important to early education to have teachers that reflect that mix of families served. And one obvious area is gender diversity; there are equal numbers of men and women in the general population. Yet, teachers are disproportionately unrepresentative of the children and families in our communities. If NAEYC is sincere in it's goals of building a diverse organization, we will need to ask ourselves some important questions that challenge the gender, race/ethnic, and economic segregation that exists in early education.

---

50 King, James R. *Uncommon Caring: Learning from Men Who Teach Young Children*. New York: Teachers College Press. 1998. Citing Lynn and colleagues (1975), p. 11.

51 Washington, Valora and Andrews, J.D. *Children of 2010*. Washington, D.C.: NAEYC. (1998)



- Who do we want our membership to be in the next ten years?
- How do we recruit a membership representative of families we serve?
- How will we challenge gender stereotypes that harm women and men?
- How do we reward those that teach to keep them teaching?

Being human

Children need loving and engaging caregivers. Both men and women are capable of providing that nurturing and love. Despite the low numbers of men teachers, men care and do work with young children. Now that there are more career options for women, we find fewer women wanting to work with young children. What is the message to children about jobs that have no or few men working in them? Is it a career that boys would choose? Is it a career that girls, women and men would want to choose if it continues with such low status and wages?

Our society needs flexible sex roles so that both women and men can freely choose careers that interest them. However, until stereotypes are challenged, and until we encourage men to take full partnership for the care and education of children, most men will not work with young children. The challenge we face as a society is to promote the care of our young by both men and women. This work is necessary and rewarding.

For men as for women, it is part of being human to care for our young.[52]

James A. Levine (1978)

52 Levine, James A. "'Explaining' about Men' in Early Education," *Young Children* (May 1978), p. 14-15.

Bibliography

Children's Defense Fund, *2000 and 2001 State of America's Children*, Washington, D.C.: Children's Defense Fund, 2000 & 2001.

Cunningham, Bruce. *Men in Child Care. Child Care Information Exchange Part 1 & 2.* Sept/Oct 1998, January/February 1999.

From Neurons to Neighborhoods: The Science of Early Childhood Development, Washington, D.C.: The National Academy of Sciences, 2000.

Giveans, David L. "Speaking Out!" *Nurturing News* Vol. VII, #4 (Dec. 1985).

Hewes, Dorothy W., *The Changing role of Fathers in Co-op Nursery Schools*, History Seminar paper given at the 1995 NAEYC conference. ERIC/EECE #ED399039 PS 024439.

Joncich, Geraldine Clifford. 'Daughters into Teachers': Educational and Demographic Influences on the Transformation of Teaching into 'Women's Work' in America. *Women Who Taught: Perspectives on the History of Women and Teaching*, edited by Alison Prentice and Marjorie R. Theobald. Toronto: University of Toronto Press, 1991.

Kimmel, Michael S. *Manhood in American: A Cultural History.* New York: The Free Press, 1997.

King, James R. *Uncommon Caring: Learning from men who teach young children.* New York: Teachers College Press. 1998.

Levine, James A., *Who Will Raise the Children? New Options for Fathers (and Mothers).* New York: Lippincott, 1976.

Levine, James A. "'Explaining' about Men in Early Education," *Young Children* (May 1978).

Levine, James A. et. al. *Getting Men Involved: Strategies for Early Childhood Programs.* New York: Scholastic Press, 1993.

Nelson, Bryan G. and Sheppard, Bruce, editors. *Men in Child Care and Education: A Handbook for Administrators and Educators.* Men in Child Care Project, 2420 31st Avenue S., Minneapolis, MN 55406-1470, 1992.

Nelson, Julie A., *Why Are Early Education and Care Wages So Low? A Critical Guide to Common Explanations*, Foundation for Child Development, www.ffcd.org. (April, 2001).

Robinson, Bryan E. "An Update on the Status of Men in Early Child Care Work." *Child Welfare*, Vol. LVIII, #7 (July/August 1979).

Sargent, Paul. *Real Men or Real Teachers: Contradictions in the Lives of Men Elementary School Teachers.* Harriman, TN: Men's Studies Press, 2001.

Tyack, David and Hansot, Elisabeth. *Learning Together: A History of Coeducation in American Public Schools.* New York: Russell Sage Foundation, 1992.

Williams, Christine L. ed., *Doing "Women's Work:" Men in Nontraditional Occupations.* Newbury Park, CA: Sage Publications, Inc., 1993.

Worthy Work, *Unlivable Wages: The National Child Care Staffing Study, 1988–1997.* Washington, D.C.: Center for the Child Care Workforce, 1998.

Youcha, Geraldine. *Minding the Children: Child Care in America from Colonial Times to the Present.* New York: Scribner Press, 1995.

BEST COPY AVAILABLE

Men In Child Care and Elementary Education project

Men In Child Care and Elementary Education project was started in 1979 in Minnesota to increase the number of men working with young children. The group develops and provides resources such as books, videos, brochures and bumper stickers to men and women interested in men teaching. The project sponsors activities to recruit more men teachers by going to high schools, colleges, universities and conferences to promote men working in early education. Each year the group organizes a winter retreat where men gather to talk about changing diapers, singing songs, using developmentally appropriate practices and sports. Men who work with children, teachers, bus drivers, professors, cooks, janitors, and administrators are all welcome to join.

MenTeach

MenTeach is a clearinghouse for information about men teaching children. Its purpose is to disseminate research and solutions for the challenges that prevent men from working with young children.

Bryan G. Nelson

Bryan G. Nelson has worked with young children and families since the 1970s. His career includes working in Moscow (the former Soviet Union) as a "manny" (male nanny) and in Minnesota as an infant/toddler/preschool teacher. In the early '80s he worked as a parent educator (in particular fathers), and later became a registered nurse to work as a medical-surgical and emergency department nurse. Since 1983 he has worked with nonprofits, in particular Head Starts, as a consultant and as an administrator.

He is the recipient of a Bush Leadership Fellowship allowing him to attend Harvard University where he researched men working with children. Currently he is a Community Faculty member at Metropolitan State University and also writing two books about men and children. Bryan is married to Josie and is parent of two children: Otto, 27 and Emma, 23.

Men change diapers

"As a male, I feel males should not have to help children change their poopy pants. Can we start this policy at my center immediately? (Just kidding. There are no jobs that males should not perform in this field.)"

A teacher in his 30s from a southeastern state
with a bachelors degree and six years experience

Treated with dignity

"Low wages and salaries in early childhood was the result of 'feminization' of education in general. Jobs that women traditionally do are not valued. The education of the very young is still seen as 'women's work.' Too many people still view it as babysitting.

Men educated in this field need to be respected and treated with dignity, but it is the same respect that women have been asking for all these years. Fear of men taking care of children needs to be seen as the same as the fear of anyone taking care of children.

The demand for quality, age-appropriate childcare is not a joke. This is not babysitting and not everyone can work with small children. All early childhood professionals, male or female, need to be educated, trusted, evaluated, and observed just as any professional in any field would be."

An administrator/director and head teacher in her 20s from a northeastern state with a masters degree and 7 years experience

BEST COPY AVAILABLE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

X	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").